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ABSTRACT

Since July 1971, the Educational Testing Service has planned and conducted a study of compensatory reading programs in United States public schools. This document, an addendum to the final report for phase two of the study, focuses on the reclassification (according to funding) of the 92 schools originally categorized as unclassifiable, reporting the reanalyses based on the reclassification data. An appendix contains a reexamination of program costs and enrollment by funding source, also based on the reclassification data. (JM)

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ADDENDUM II

TO THE

FINAL REPORT, VOLUME I

Contract No. OEC-0-71-3715

A DESCRIPTIVE AND ANALYTIC STUDY OF COMPENSATORY READING PROGRAMS

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With an Appendix prepared by:
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Bethesda, Maryland

The research reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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Office of Education
Office of Planning, Budgeting, and Evaluation

May 1976

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As reported in the Final Report, Volume I (page 172), and the Phase I Report (page 49), responses to the School Questionnaire were used to categorize schools according to their source of funds for compensatory reading programs: (a) Total Title I, (b) Partial Title I, (c) Non-Title I, or (d) funding information not available. Several analyses, appearing at various places throughout the Final Report, Volume I, were based on these four funding categories. However, because the number of schools in the last, or "unclassifiable" category was substantial (92), it was decided to contact the district (by phone) in which each was located, and in this way determine whether the school's compensatory reading program during the 1972-1973 school year was or was not supported by Title I funds. These phone calls were made in February and March of 1976, and each of the 92 schools was reclassified, 35 as Title I, and 57 as Non-Title I. It should be noted that, although the original 1972-1973 classification scheme contained two Title I categories (Total Title I and Partial Title I), it was felt that this information was too complex to be obtained by phone after a lengthy intervening time interval, and that therefore only a single Title I category was used in the reclassification. Of the 92 schools whose funding status was originally unclassified, 35 were reclassified as Title I and 57 as Non-Title I.

The following sections of this Addendum report reanalyses based on the reclassified data. In each case, a reference is given to the corresponding section of a previous report.

A section prepared by RMC Research Corporation ("Re-Examination of Program Costs and Enrollment By Funding Source"), also based on the reclassified data, is presented in the Appendix.

Preexisting differences in socioeconomic status. (See also the Final Report, Volume I, page 69.) The Individual Student Questionnaire contained an item regarding whether the student was eligible for the school free lunch program, an indirect measure of socioeconomic status. In order to assess the effect of funding source upon the relationship between socioeconomic status and CR/NCR grouping, various chi square analyses were performed to test the SES x CR/NCR grouping x funding category interaction for a number of funding category comparisons. These funding category comparisons were:

1. Total revised Title I vs. Total revised Non-Title I
2. Reclassified Title I vs. reclassified Non-Title I
3. Former Title I vs. reclassified Title I
4. Former Non-Title I vs. reclassified Non-Title I

Each of the four preceding two-level funding factors was cross-classified, in turn, with SES (high, low) and student group (CR separate, NCR separate, CR combined, NCR combined). The following chi square values for the resulting three-way interactions were obtained:

1. Funding comparison #1 x SES x CR/NCR
   - grade 2 chi square = 125; 3 D.F.; $p < .01$
   - grade 4 chi square = 107; 3 D.F.; $p < .01$
   - grade 6 chi square = 101; 3 D.F.; $p < .01$
2. Funding comparison #2 x SES x CR/NCR
   - grade 2 chi square = 14; 3 D.F.; $p < .01$
   - grade 4 chi square = 113; 3 D.F.; $p < .01$
   - grade 6 chi square = 160; 3 D.F.; $p < .01$
3. Funding comparison #3 x SES x CR/NCR
   - grade 2 chi square = 68; 3 D.F.; $p < .01$
   - grade 4 chi square = 97; 3 D.F.; $p < .01$
   - grade 6 chi square = 94; 3 D.F.; $p < .01$
4. Funding comparison #4 x SES x CR/NCR
   - grade 2 chi square = 102; 3 D.F.; $p < .01$
   - grade 4 chi square = 50; 3 D.F.; $p < .01$
   - grade 6 chi square = 237; 3 D.F.; $p < .01$

Revised Table 17A

Percentages of Low and High SES Students in Various CR and NCR Groups, Grade 2

Student Group	Former Title I						Former Non-Title I						Reclassified Title I					
	Low SES		High SES		Total		Low SES		High SES		Total		Low SES		High SES		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CR separate	860	63.0	506	37.0	1366	19.6	203	48.4	216	51.5	419	18.8	382	75.3	125	24.6	507	26.8
NCR separate	480	44.5	599	55.5	1079	15.5	228	73.1	84	26.9	312	14.0	43	39.8	65	60.2	108	5.7
CR combined	1059	57.8	774	42.2	1833	26.3	176	32.3	368	67.6	544	24.4	261	46.8	297	53.2	558	29.5
NCR combined	1161	43.2	1528	56.8	2689	38.6	400	41.9	555	58.1	955	42.8	222	30.8	498	69.2	720	38.0
Total	3560	51.1	3407	48.9	6967		1007	45.2	1223	54.8	2230		908	48.0	985	52.0	1893	

Student Group	Reclassified Non-Title I						Total Revised Title I						Total Revised Non-Title I					
	Low SES		High SES		Total		Low SES		High SES		Total		Low SES		High SES		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CR separate	197	53.5	171	46.5	368	12.9	1242	66.3	631	33.7	1873	21.1	400	50.8	387	49.2	787	15.5
NCR separate	173	38.3	279	61.7	452	15.8	523	44.1	664	55.9	1187	13.4	401	52.5	363	47.5	764	15.0
CR combined	247	32.2	519	67.7	766	26.8	1320	55.2	1071	44.8	2391	27.0	423	32.3	887	67.7	1310	25.8
NCR combined	276	21.8	992	78.2	1268	44.4	1383	40.6	2026	59.4	3409	38.5	676	30.4	1547	69.6	2223	43.7
Total	893	31.3	1961	68.7	2854		4468	50.4	4392	49.6	8860		1900	37.4	3184	62.6	5084	

Revised Table 17B

Percentages of Low and High SES Students in Various CR and NCR Groups, Grade 4

Student Group	Former Title I						Former Non-Title I						Reclassified Title I					
	Low SES		High SES		Total		Low SES		High SES		Total		Low SES		High SES		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CR separate	1068	70.4	450	29.6	1518	20.6	230	49.4	236	50.6	466	20.5	365	85.9	60	14.1	425	23.5
NCR separate	440	44.6	546	55.4	986	13.4	225	65.4	119	34.6	344	15.1	19	15.6	103	84.4	122	6.8
CR combined	993	61.7	617	38.3	1610	21.9	167	42.3	228	57.7	395	17.4	262	54.0	223	46.0	485	26.9
NCR combined	1556	48.0	1683	52.0	3239	44.0	363	34.0	705	66.0	1068	47.0	347	44.8	427	55.2	774	42.9
Total	4057	55.2	3296	44.8	7353		985	43.3	1288	56.7	2273		993	55.0	813	45.0	1806	

Student Group	Reclassified Non-Title I						Total Revised Title I						Total Revised Non-Title I					
	Low SES		High SES		Total		Low SES		High SES		Total		Low SES		High SES		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CR separate	125	43.9	160	56.1	285	9.1	1433	73.7	510	26.2	1943	21.2	355	47.3	396	52.7	751	13.9
NCR separate	255	32.2	537	67.8	792	25.4	459	41.4	649	58.6	1108	12.1	480	42.2	656	57.7	1136	21.0
CR combined	231	37.2	390	62.8	621	19.9	1255	59.9	840	40.1	2095	22.9	398	39.2	618	60.8	1016	18.8
NCR combined	333	23.4	1092	76.6	1425	45.6	1903	47.4	2110	52.6	4013	43.8	696	27.9	1797	72.1	2493	46.2
Total	944	30.2	2179	69.8	3123		5050	55.1	4109	44.9	9159		1929	35.7	3467	64.2	5396	

Revised Table 17C

Percentages of Low and High SES Students in Various CR and NCR Groups, Grade 6

Student Group	Former Title I						Former Non-Title I						Reclassified Title I					
	Low SES		High SES		Total		Low SES		High SES		Total		Low SES		High SES		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CR separate	891	65.3	474	34.7	1365	21.7	201	54.5	168	45.5	369	15.0	196	77.8	56	22.2	252	22.1
NCR separate	466	44.2	588	55.8	1054	16.8	409	69.9	176	30.1	585	23.8	76	22.2	267	77.8	343	30.1
CR combined	886	61.9	545	38.1	1431	22.7	240	50.7	233	49.3	473	19.2	66	33.5	131	66.5	197	17.3
NCR combined	1062	43.5	1377	56.5	2439	38.8	396	38.4	639	61.6	1032	42.0	81	23.2	268	76.8	349	30.6
Total	3305	52.5	2984	47.4	6289		1246	50.7	1213	49.3	2459		419	36.7	722	63.3	1141	

Student Group	Reclassified Non-Title I						Total Revised Title I						Total Revised Non-Title I					
	Low SES		High SES		Total		Low SES		High SES		Total		Low SES		High SES		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CR separate	102	32.3	215	67.8	317	8.2	1087	67.2	530	32.8	1617	21.8	303	44.2	383	55.8	686	10.9
NCR separate	321	24.1	1013	75.9	1334	34.7	542	38.8	855	61.2	1397	18.8	730	38.0	1189	62.0	1919	30.4
CR combined	275	37.0	469	63.0	744	19.3	952	58.5	676	41.5	1628	21.9	515	42.3	702	57.7	1217	19.3
NCR combined	580	40.0	869	60.0	1449	37.7	1143	41.0	1645	59.0	2788	37.5	976	39.3	1505	60.7	2481	39.4
Total	1278	33.2	2566	66.7	3844		3724	50.1	3706	49.9	7430		2524	40.0	3779	60.0	6303	

A significant interaction indicates that the relationship between SES and CR/NCR grouping differs among (depends upon) funding category. As shown above, significant three-way interactions were found for all funding comparisons at each of grade levels 2, 4, and 6.

Preexisting differences in ethnicity. (See also the Final Report, Volume I, pages 77-78.) Responses to the Individual Student Questionnaire item regarding ethnic background were the basic data for these analyses. In order to assess the effect of funding source upon the relationship between ethnicity and CR/NCR grouping, chi square analyses were performed to test the ethnicity x CR/NCR x funding category interaction (in order to preserve adequate cell size, only the ethnicity categories of Caucasian or White, Negro or Black, and Spanish surnamed were included. In those situations where the interaction is significant, it indicates that the relationship between ethnicity and CR/NCR grouping differs among (depends upon) funding category. These funding comparisons were:

1. Total revised Title I vs. Total revised Non-Title I
2. Reclassified Title I vs. reclassified Non-Title I
3. Former Title I vs. reclassified Title I
4. Former Non-Title I vs. reclassified Non-Title I

Each of the four preceding two-level funding factors was cross-classified, in turn, with ethnicity (White or Caucasian, Black or Negro, Spanish surnamed) and student group (CR separate, NCR separate, CR combined, NCR combined). The following chi square values for the resulting three-way interactions (shown in Revised Tables 20A-C) were obtained:

1. Funding comparison #1 x ethnicity x CR/NCR
   - grade 2 chi square = 170.7; 6 D.F.; $p < .01$
   - grade 4 chi square = 332.5; 6 D.F.; $p < .01$
   - grade 6 chi square = 144.3; 6 D.F.; $p < .01$
2. Funding comparison #2 x ethnicity x CR/NCR
   - grade 2 chi square = 74.0; 6 D.F.; $p < .01$
   - grade 4 chi square = 53.9; 6 D.F.; $p < .01$
   - grade 6 chi square = 136.2; 6 D.F.; $p < .01$

3. Funding comparison #3 x ethnicity x CR/NCR
   - grade 2 chi square = 209.6; 6 D.F.; $p < .01$
   - grade 4 chi square = 92.4; 6 D.F.; $p < .01$
   - grade 6 chi square = 43.0; 6 D.F.; $p < .01$
4. Funding comparison #4 x ethnicity x CR/NCR
   - grade 2 chi square = 476.1; 6 D.F.; $p < .01$
   - grade 4 chi square = 383.6; 6 D.F.; $p < .01$
   - grade 6 chi square = 192.9; 6 D.F.; $p < .01$

A significant interaction indicates that the relationship between ethnicity and CR/NCR grouping differs among (depends upon) funding category. As shown above, significant three-way interactions were found for all funding comparisons at each of grade levels 2, 4, and 6.

Parallel chi square analyses were performed, using the collapsed student group categories (CR separate and combined, NCR separate and combined) shown in Revised Tables 20D-F. The following results were obtained:

1. Funding comparison #1 x ethnicity x CR/NCR
   - grade 2 chi square = 113.4; 2 D.F.; $p < .01$
   - grade 4 chi square = 72.5; 2 D.F.; $p < .01$
   - grade 6 chi square = 13.3; 2 D.F.; $p < .01$
2. Funding comparison #2 x ethnicity x CR/NCR
   - grade 2 chi square = 2.7; 2 D.F.; $p > .05$
   - grade 4 chi square = 16.5; 2 D.F.; $p < .01$
   - grade 6 chi square = 38.6; 2 D.F.; $p < .01$
3. Funding comparison #3 x ethnicity x CR/NCR
   - grade 2 chi square = 50.6; 2 D.F.; $p < .01$
   - grade 4 chi square = 14.5; 2 D.F.; $p < .01$
   - grade 6 chi square = 9.4; 2 D.F.; $p < .01$
4. Funding comparison #4 x ethnicity x CR/NCR
   - grade 2 chi square = 112.6; 2 D.F.; $p < .01$
   - grade 4 chi square = 239.3; 2 D.F.; $p < .01$
   - grade 6 chi square = 137.6; 2 D.F.; $p < .01$

With only one exception (funding comparison #2, grade 2), these analyses give results similar to those for the four-category CR/NCR grouping.

Revised Table 20A

Percentages of Students of Various Ethnic Backgrounds in Various CR and NCR Groups, Grade 2

Student Group	Former Title I				Former Non-Title I				Reclassified Title I			
	White or Caucasian	Black or Negro	Spanish Surnamed	Total	White or Caucasian	Black or Negro	Spanish Surnamed	Total	White or Caucasian	Black or Negro	Spanish Surnamed	Total
CR separate	42.2	38.5	19.3	20.2	8.6	69.9	21.5	18.6	56.3	39.1	4.5	26.5
NCR separate	78.1	19.9	2.0	14.6	98.7	1.3	0.0	13.6	99.1	0.0	0.9	5.7
CR combined	72.6	22.3	5.1	26.5	88.0	10.6	1.4	24.8	74.2	11.4	14.4	29.5
NCR combined	87.2	10.9	1.9	38.7	97.5	1.9	0.6	43.0	87.7	6.0	6.3	38.3
Total	72.9	20.8	6.3		78.8	16.6	4.6		76.0	16.0	7.9	

Student Group	Reclassified Non-Title I				Total Revised Title I				Total Revised Non-Title I			
	White or Caucasian	Black or Negro	Spanish Surnamed	Total	White or Caucasian	Black or Negro	Spanish Surnamed	Total	White or Caucasian	Black or Negro	Spanish Surnamed	Total
CR separate	90.5	6.0	3.5	12.4	46.0	38.6	15.4	21.5	46.9	40.0	13.1	15.0
NCR separate	93.9	2.3	1.8	14.8	80.1	18.0	1.9	12.7	97.1	1.9	1.1	14.3
CR combined	87.9	9.8	5.3	26.6	73.0	19.7	7.3	27.1	86.2	10.1	3.7	25.8
NCR combined	95.0	2.2	2.7	46.3	87.3	9.9	2.8	38.6	96.0	2.1	1.9	44.9
Total	91.9	4.7	3.4		73.6	19.8	6.6		86.2	9.8	3.9	

Revised Table 20B

Percentages of Students of Various Ethnic Backgrounds in Various CR and NCR Groups, Grade 4

Student Group	Former Title I				Former Non-Title I				Reclassified Title I			
	White or Caucasian	Black or Negro	Spanish Surnamed	Total	White or Caucasian	Black or Negro	Spanish Surnamed	Total	White or Caucasian	Black or Negro	Spanish Surnamed	Total
CR separate	43.4	34.4	22.2	21.2	25.8	64.8	9.4	22.0	58.8	26.5	14.7	22.6
NCR separate	69.8	27.0	3.1	13.0	98.6	1.1	0.3	15.0	100.0	0.0	0.0	6.6
CR combined	69.4	24.3	6.3	21.9	93.4	6.3	0.2	17.0	73.7	24.3	2.0	27.6
NCR combined	86.2	10.8	2.9	43.8	97.8	2.0	0.3	46.0	85.6	10.4	4.0	43.2
Total	71.3	20.9	7.8		81.3	16.4	2.3		77.2	17.2	5.6	

Student Group	Reclassified Non-Title I				Total Revised Title I				Total Revised Non-Title I			
	White or Caucasian	Black or Negro	Spanish Surnamed	Total	White or Caucasian	Black or Negro	Spanish Surnamed	Total	White or Caucasian	Black or Negro	Spanish Surnamed	Total
CR separate	84.2	10.5	5.3	9.1	46.6	32.7	20.6	21.5	46.7	45.4	7.9	14.6
NCR separate	96.5	1.0	2.5	24.6	73.3	23.9	2.8	11.7	97.1	1.1	1.8	20.5
CR combined	85.3	10.9	3.7	20.5	70.4	24.3	5.3	23.0	88.4	9.1	2.4	19.0
NCR combined	87.8	9.6	2.6	45.8	86.1	10.7	3.1	43.7	92.1	6.3	1.6	45.9
Total	89.1	7.8	3.0		72.5	20.1	7.3		85.8	11.5	2.7	

Revised Table 20C

Percentages of Students of Various Ethnic Backgrounds in Various CR and NCR Groups, Grade 6

Student Group	Former Title I				Former Non-Title I				Reclassified Title I			
	White or Caucasian	Black or Negro	Spanish Surnamed	Total	White or Caucasian	Black or Negro	Spanish Surnamed	Total	White or Caucasian	Black or Negro	Spanish Surnamed	Total
CR separate	44.7	37.1	18.2	21.6	35.1	57.8	7.1	16.2	64.9	12.5	22.6	21.8
NCR separate	80.7	12.9	6.4	16.6	97.7	1.6	0.7	23.0	88.1	0.3	11.6	30.3
CR combined	67.0	28.8	4.2	22.8	75.5	23.4	1.1	19.1	85.7	13.3	1.0	17.2
NCR combined	87.6	10.2	2.2	39.1	93.1	5.8	0.3	41.7	95.4	4.0	0.6	30.7
Total	72.5	20.7	6.8		81.7	16.6	1.6		84.9	6.3	8.8	

Student Group	Reclassified Non-Title I				Total Revised Title I				Total Revised Non-Title I			
	White or Caucasian	Black or Negro	Spanish Surnamed	Total	White or Caucasian	Black or Negro	Spanish Surnamed	Total	White or Caucasian	Black or Negro	Spanish Surnamed	Total
CR separate	64.8	8.3	26.9	8.8	47.9	33.2	18.9	21.6	48.8	35.0	16.2	11.6
NCR separate	92.3	5.7	2.0	34.3	82.6	9.7	7.7	18.7	93.9	4.4	1.6	29.9
CR combined	74.6	11.1	14.3	18.9	69.3	26.9	3.8	21.9	75.0	15.9	9.1	18.9
NCR combined	87.5	8.1	4.4	38.1	88.6	9.4	2.0	37.8	90.1	7.2	2.7	39.5
Total	84.7	7.8	7.4		74.5	18.4	7.1		83.6	11.2	5.2	

Revised Table 20D

Percentages of Students of Various Ethnic Backgrounds in Various CR and NCR Groups, Grade 2

Student Group	Former Title I								Former Non-Title I								Reclassified Title I							
	W or C		B or N		S/S		Total		W or C		B or N		S/S		Total		W or C		B or N		S/S		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CR (sep. & com.)	1914	59.5	942	29.3	362	11.2	3218	46.7	527	53.9	352	36.0	98	10.0	977	43.4	703	65.8	262	24.5	104	9.7	1069	56.0
NCR (sep. & comb. in CR schools)	3115	84.7	493	13.4	71	1.9	3679	53.3	1247	97.8	22	1.7	6	0.5	1276	56.6	748	89.1	44	5.2	47	5.6	839	44.0
Total	5029	72.9	1435	20.8	433	6.3	6897		1774	78.8	374	16.6	104	4.6	2252		1451	76.0	306	16.0	151	7.9	1908	

Student Group	Reclassified Non-Title I								Total Revised Title I								Total Revised Non-Title I							
	W or C		B or N		S/S		Total		W or C		B or N		S/S		Total		W or C		B or N		S/S		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CR (sep. & com.)	1008	86.7	100	8.6	55	4.7	1163	38.9	2617	61.0	1204	28.1	466	10.9	4287	48.7	1535	71.7	452	21.1	153	7.1	2140	40.9
NCR (sep. & comb. in CR schools)	1736	95.2	41	2.2	46	2.5	1823	61.0	3863	85.5	537	11.9	118	2.6	4518	51.3	2983	96.3	63	2.0	52	1.7	3098	59.1
Total	2744	91.9	141	4.7	101	3.4	2986		6480	73.6	1741	19.8	584	6.6	8805		4518	86.2	515	9.8	205	3.9	5238	

Revised Table 20E

Percentages of Students of Various Ethnic Backgrounds in Various CR and NCR Groups, Grade 4

Student Group	Former Title I								Former Non-Title I								Reclassified Title I							
	W or C		B or N		S/S		Total		W or C		B or N		S/S		Total		W or C		B or N		S/S		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CR (sep. & com.)	1744	56.6	903	29.3	436	14.1	3083	43.1	503	55.3	357	39.3	49	5.4	909	39.0	607	67.0	229	25.3	70	7.7	906	50.2
NCR (sep. & comb. in CR schools)	3352	82.5	591	14.5	121	3.0	4064	56.9	1392	98.0	25	1.8	4	0.3	1421	61.0	787	87.5	81	9.0	31	3.4	899	49.8
Total	5096	71.3	1494	20.9	557	7.8	7147		1895	81.3	382	16.4	53	2.3	2330		1394	77.2	310	17.2	101	5.6	1805	

Student Group	Reclassified Non-Title I								Total Revised Title I								Total Revised Non-Title I							
	W or C		B or N		S/S		Total		W or C		B or N		S/S		Total		W or C		B or N		S/S		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CR (sep. & com.)	787	85.0	100	10.8	39	4.2	926	29.6	2351	58.9	1132	28.4	506	12.7	3989	44.6	1290	70.3	457	24.9	88	4.8	1835	33.6
NCR (sep. & comb. in CR schools)	1996	90.8	145	6.6	56	2.5	2197	70.3	4139	83.4	672	13.5	152	3.1	4963	55.4	3388	93.6	170	4.7	60	1.7	3618	66.3
Total	2783	89.1	245	7.8	95	3.0	3123		6490	72.5	1804	20.1	658	7.3	8952		4678	85.8	627	11.5	148	2.7	5453	

Revised Table 20F

Percentages of Students of Various Ethnic Backgrounds in Various CR and NCR Groups, Grade 6

Student Group	Former Title I								Former Non-Title I								Reclassified Title I							
	W or C		B or N		S/S		Total		W or C		B or N		S/S		Total		W or C		B or N		S/S		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CR (sep. & com.)	1531	56.2	895	32.8	300	11.0	2726	44.3	491	57.0	338	39.2	33	3.8	862	35.3	329	74.1	57	12.8	58	13.1	444	39.1
NCR (sep. & comb. in CR schools)	2931	85.6	376	11.0	118	3.4	3425	55.7	1506	95.3	68	4.3	7	0.4	1581	64.7	636	91.8	15	2.2	42	6.1	693	61.0
Total	4462	72.5	1271	20.7	418	6.8	6151		1997	81.7	406	16.6	40	1.6	2443		965	84.9	72	6.3	100	8.8	1137	

Student Group	Reclassified Non-Title I								Total Revised Title I								Total Revised Non-Title I							
	W or C		B or N		S/S		Total		W or C		B or N		S/S		Total		W or C		B or N		S/S		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CR (sep. & com.)	762	71.5	109	10.2	195	18.3	1066	27.6	1860	58.7	952	30.0	358	11.3	3170	43.5	1253	65.0	447	23.2	228	11.8	1928	30.6
NCR (sep. & comb. in CR schools)	2508	89.8	194	6.9	91	3.3	2793	72.4	3567	86.6	391	9.5	160	3.9	4118	56.5	4014	91.8	262	6.0	98	2.2	4374	69.4
Total	3270	84.7	303	7.8	286	7.4	3859		5427	74.5	1343	18.4	518	7.1	7288		5267	83.6	709	11.2	326	5.2	6302	

Pretest and posttest differences in reading achievement and attitude toward reading (See also the Final Report, Volume I, pages 96-106). The extent of reading achievement retardation of compensatory reading students, in terms of pretest and posttest scores, was of special interest. Revised Tables 23A and 23B show study sample pretest and posttest means, means of the publishers' norms groups, the difference between the two sets of means expressed in standard deviation units, and the grade level equivalents for pretest and posttest scores. These results are presented by total revised funding category.

Examination of Revised Tables 23A and 23B shows that the re-analysis has not changed any major aspects of the picture presented by the original analysis in the Final Report, Volume I. There is still a steady decline across the grade levels in the pretest standing of the CR group. Also, at all grade levels and for all subtests, CR students in Title I schools tend to have the lowest pretest scores. This is comparable to a similar finding for Total Title I schools in the original analysis.

Relationship of student exposure to reading treatment and CR/NCR grouping and funding source (see also the Final Report, Volume I, pages 115-117). Analyses of variance were performed separately on the dependent variables (a) days present and (b) total minutes present. Factors included in the analysis were CR/NCR grouping (CR separate, NCR separate, CR combined, NCR combined) and funding source (total revised Title I, total revised non-Title I). The school mean is the unit of analysis. Revised Tables 26A and 26B show the results.

Revised Table 23A (Fall)

Pretest Reading Achievement of Compensatory and Non-Compensatory Reading Students, By funding Category, As Compared to National Norms

Grade 2

Test or Subtest	Total Revised Funding Category	Norms[1] or Raw Score Means or Median	Study Sample Raw Score Means		Total Sample Raw Score S.D.	Diff.in S.D. Units Between Sample and Norms Means[2]		Grade Level Equivalent Mean	
			CR	NCR		CR	NCR	CR	NCR
MAT Word Knowledge	Title I	29[3]	21.0	27.8	8.2	-0.98	-0.15	1.76	2.30
	Non-Title I	29[3]	22.9	30.4	8.2	-0.74	0.17	1.86	2.51
	Total of above	29[3]	21.6	28.5	8.2	-0.90	-0.06	1.88	2.41
	NCR schools	29[3]		27.0	8.2		-0.24		2.24
MAT Reading	Title I	30[3]	18.2	27.1	11.0	-1.07	-0.26	1.69	2.21
	Non-Title I	30[3]	19.5	30.9	11.0	-0.95	0.08	1.76	2.49
	Total of above	30[3]	18.7	28.2	11.0	-1.03	-0.16	1.81	2.32
	NCR schools	30[3]		26.2	11.0		-0.35		2.19
MAT Total	Title I	58[3]	39.2	55.0	18.1	-1.04	-0.17	1.74	2.23
	Non-Title I	58[3]	42.4	61.2	18.1	-0.86	0.18	1.82	2.49
	Total of above	58[3]	40.3	56.7	18.1	-0.97	-0.07	1.85	2.33
	NCR schools	58[3]		53.3	18.1		-0.26		2.21
Cooperative Reading	Title I	27.9	19.5	27.5	10.6	-0.79	-0.04		
	Non-Title I	27.9	20.6	31.4	10.6	-0.69	0.33		
	Total of above	27.9	19.9	28.7	10.6	-0.75	-0.10		
	NCR schools	27.9		26.8	10.6		-0.10		

Revised Table 23A (cont.)

Grade 4

Test or Subtest	Total Revised Funding Category	Norms[1] or Raw Score Means or Median	Study Sample Raw Score Means		Total Sample Raw Score S.D.	Diff. in S.D. Units Between Sample and Norms Means[2]		Grade Level Equivalent Mean	
			CR	NCR		CR	NCR	CR	NCR
MAT Word Knowledge	Title I	35.5[4]	21.2	33.1	12.5	-1.14	-0.19	3.02	4.31
	Non-Title I	35.5[4]	23.2	36.7	12.5	-0.98	0.10	3.15	4.79
	Total of above	35.5[4]	21.9	34.1	12.5	-1.09	-0.11	3.30	4.51
	NCR schools	35.5[4]		31.5	12.5		-0.32		4.18
MAT Reading	Title I	27[4]	17.1	25.7	9.8	-1.01	-0.13	2.86	4.20
	Non-Title I	27[4]	18.3	28.6	9.8	-0.89	0.16	2.99	4.68
	Total of above	27[4]	17.5	26.6	9.8	-0.97	-0.04	3.16	4.40
	NCR schools	27[4]		25.0	9.8		-0.20		4.11
MAT Total	Title I	63[4]	38.3	58.8	21.5	-1.15	-0.20	2.89	4.20
	Non-Title I	63[4]	41.6	65.3	21.5	-1.00	0.11	3.03	4.68
	Total of above	63[4]	39.4	60.7	21.5	-1.10	-0.11	3.18	4.40
	NCR schools	63[4]		56.5	21.5		-0.30		4.10
Cooperative Reading	Title I	34.5[5]	26.7	35.5	9.5	-0.82	0.11		
	Non-Title I	34.5[5]	28.5	38.3	9.5	-0.63	0.40		
	Total of above	34.5[5]	27.3	36.3	9.5	-0.76	0.19		
	NCR schools	34.5[5]		34.4	9.5		-0.01		

Revised Table 23A (cont.)

Grade 6

Test or Subtest	Total Revised Funding Category	Norms[1] or Raw Score Means or Median	Study Sample Raw Score Means		Total Sample Raw Score S.D.	Diff. in S.D. Units Between Sample and Norms Means[2]		Grade Level Equivalent Mean	
			CR	NCR		CR	NCR	CR	NCR
MAT Word Knowledge	Title I		32.1	41.7	10.6			4.36	6.13
	Non-Title I		34.0	43.2	10.6			4.58	6.53
	Total of above		32.9	42.3	10.6			4.79	6.34
	NCR schools			41.3	10.6				6.13
MAT Reading	Title I		24.4	33.2	9.9			4.06	5.88
	Non-Title I		25.9	34.8	9.9			4.25	6.32
	Total of above		25.0	33.9	9.9			4.49	6.11
	NCR schools			33.0	9.9				5.91
MAT Total	Title I		56.5	74.9	19.6			4.16	6.00
	Non-Title I		59.9	78.2	19.6			4.36	6.44
	Total of above		57.8	76.2	19.6			4.60	6.23
	NCR schools			74.3	19.6				6.03
STEP II Reading	Title I	39	27.7	39.0	12.4	-0.91	0.00		
	Non-Title I	39	28.7	41.3	12.4	-0.83	0.19		
	Total of above	39	28.1	40.0	12.4	-0.88	0.08		
	NCR schools	39		38.8	12.4		-0.02		

Revised Table 23B (Spring)

Posttest Reading Achievement of Compensatory and Non-Compensatory Reading Students, by funding Category, As Compared to National Norms

Grade 2

Test or Subtest	Total Revised Funding Category	Norms[1] or Raw Score Means or Median	Study Sample Raw Score Means		Total Sample Raw Score S.D.	Diff. in S.D. Units Between Sample and Norms Means[2]		Grade Level Equivalent Mean	
			CR	NCR		CR	NCR	CR	NCR
MAT Word Knowledge	Title I	29[3]	28.8	32.5	5.7	-0.04	0.61	2.53	3.17
	Non-Title I	29[3]	30.2	33.8	5.7	0.21	0.84	2.67	3.44
	Total of above	29[3]	29.3	32.9	5.7	0.05	0.68	2.68	3.28
	NCR schools	29[3]		32.2	5.7		0.56		3.11
MAT Reading	Title I	30[3]	29.7	36.6	9.0	-0.03	0.73	2.42	3.16
	Non-Title I	30[3]	31.6	38.7	9.0	0.18	0.97	2.54	3.40
	Total of above	30[3]	30.4	37.1	9.0	0.04	0.79	2.58	3.26
	NCR schools	30[3]		35.7	9.0		0.63		3.05
MAT Total	Title I	58[3]	58.5	69.1	14.1	0.04	0.79	2.43	3.14
	Non-Title I	58[3]	61.8	72.5	14.1	0.27	1.03	2.56	3.40
	Total of above	58[3]	59.6	70.0	14.1	0.11	0.85	2.58	3.24
	NCR schools	58[3]		67.8	14.1		0.70		3.05
Cooperative Reading	Title I	27.9	30.2	38.2	9.9	0.23	1.04		
	Non-Title I	27.9	31.9	41.3	9.9	0.40	1.35		
	Total of above	27.9	30.8	39.1	9.9	0.29	1.13		
	NCR schools	27.9		37.1	9.9		0.93		

Revised Table 23B (cont.)

Grade 4

Test or Subtest	Total Revised Funding Category	Norms[1] or Raw Score Means or Median	Study Sample Raw Score Means		Total Sample Raw Score S.D.	Diff. in S.D. Units Between Sample and Norms Means[2]		Grade Level Equivalent Mean	
			CR	NCR		CR	NCR	CR	NCR
MAT Word Knowledge	Title I	35.5[4]	27.1	38.3	11.3	-0.74	0.25	3.62	5.22
	Non-Title I	35.5[4]	29.7	40.8	11.3	-0.51	0.47	3.85	5.68
	Total of above	35.5[4]	27.9	39.0	11.3	-0.67	0.31	3.97	5.41
	NCR schools	35.5[4]		36.8	11.3		0.12		5.03
MAT Word Knowledge	Title I	39.5[6]	27.1	38.3	11.3	-1.10	-0.11	3.62	5.22
	Non-Title I	39.5[6]	29.7	40.8	11.3	-0.87	0.12	3.85	5.68
	Total of above	39.5[6]	27.9	39.0	11.3	-1.03	-0.04	3.97	5.41
	NCR schools	39.5[6]		36.8	11.3		-0.24		5.03
MAT Reading	Title I	27[4]	21.4	30.4	9.8	-0.57	0.35	3.52	5.17
	Non-Title I	27[4]	23.2	32.9	9.8	-0.39	0.60	3.75	5.70
	Total of above	27[4]	22.0	31.2	9.8	-0.51	0.43	3.89	5.39
	NCR schools	27[4]		29.6	9.8		0.27		5.03
MAT Reading	Title I	30.0[6]	21.4	30.4	9.8	-0.88	0.04	3.52	5.17
	Non-Title I	30.0[6]	23.2	32.9	9.8	-0.69	0.30	3.75	5.70
	Total of above	30.0[6]	22.0	31.2	9.8	-0.82	0.12	3.89	5.39
	NCR schools	30.0[6]		29.6	9.8		-0.04		5.03

Revised Table 23B (cont.)

Grade 4

Test or Subtest	Total Revised Funding Category	Norms[1] or Raw Score Means or Median	Study Sample Raw Score Means		Total Sample Raw Score S.D.	Diff. in S.D. Units Between Sample and Norms Means[2]		Grade Level Equivalent Mean	
			CR	NCR		CR	NCR	CR	NCR
MAT Total	Title I	63[4]	48.5	68.7	20.4	-0.71	0.28	3.52	5.16
	Non-Title I	63[4]	53.0	73.7	20.4	-0.49	0.52	3.75	5.67
	Total of above	63[4]	49.9	70.2	20.4	-0.64	0.35	3.88	5.38
	NCR schools	63[4]		66.4	20.4		0.17		5.00
MAT Total	Title I	71.0[6]	48.5	68.7	20.4	-1.10	-0.11	3.52	5.16
	Non-Title I	71.0[6]	53.0	73.7	20.4	-0.88	0.13	3.75	5.67
	Total of above	71.0[6]	49.9	70.2	20.4	-1.03	-0.04	3.88	5.38
	NCR schools	71.0[6]		66.4	20.4		-0.23		5.00
Cooperative Reading	Title I	34.5[5]	33.0	40.5	8.2	-0.18	0.73		
	Non-Title I	34.5[5]	35.1	42.4	8.2	0.07	0.96		
	Total of above	34.5[5]	33.7	41.0	8.2	-0.10	0.79		
	NCR schools	34.5[5]		39.4	8.2		0.60		

Revised Table 23B (cont.)

Grade 6

Test or Subtest	Total Revised Funding Category	Norms[1] or Raw Score Means or Median	Study Sample Raw Score Means		Total Sample Raw Score S.D.	Diff. in S.D. Units Between Sample and Norms Means[2]		Grade Level Equivalent Mean	
			CR	NCR		CR	NCR	CR	NCR
MAT Word Knowledge	Title I		35.5	43.5	9.4			4.90	6.76
	Non-Title I		37.2	44.8	9.4			5.15	7.20
	Total of above		36.2	44.0	9.4			5.33	6.99
	NCR schools			42.7	9.4				6.66
MAT Reading	Title I		27.4	35.3	9.3			4.65	6.48
	Non-Title I		28.9	36.5	9.3			4.90	6.83
	Total of above		28.0	35.8	9.3			5.09	6.66
	NCR schools			34.8	9.3				6.42
MAT Total	Title I		63.0	78.7	17.9			4.73	6.66
	Non-Title I		66.1	81.4	17.9			4.96	7.07
	Total of above		64.2	79.7	17.9			5.18	6.87
	NCR schools			77.5	17.9				6.59
STEP II Reading	Title I	39	30.8	41.6	11.9	-0.69	0.22		
	Non-Title I	39	32.6	43.7	11.9	-0.54	0.39		
	Total of above	39	31.5	42.5	11.9	-0.63	0.29		
	NCR schools	39		41.1	11.9		0.18		

Revised Table 26A

Student Exposure to Reading Treatment and Its Relationship to CR/NCR Grouping and Funding Source: Significance Tests

Criterion	Factor	F	D.F.	Proportion of Variance Explained by Comparison
Grade 2				
Days present	CR/NCR grouping	11.2[3]	(3;439)	.07
	Funding source	NS		
	Interaction	NS		
Minutes present	CR/NCR grouping	NS		
	Funding source	NS		
	Interaction	NS		
Grade 4				
Days present	CR/NCR grouping	11.8[3]	(3;424)	.08
	Funding source	NS		
	Interaction	NS		
Minutes present	CR/NCR grouping	NS		
	Funding source	NS		
	Interaction	NS		
Grade 6				
Days present	CR/NCR grouping	3.0[1]	(3;370)	.02
	Funding source	NS		
	Interaction	NS		
Minutes present	CR/NCR grouping	NS		
	Funding source	6.5[1]	(1;343)	.02
	Interaction	NS		

[1].05 level

[2].01 level

[3].001 level

Revised Table 26B

Student Exposure to Reading Treatment and its Relationship to CR/NCR Grouping and Funding Source: Group Means

Criterion	Group	Grade 2 N	Grade 2 Mean	Grade 2 S.D.	Grade 4 N	Grade 4 Mean	Grade 4 S.D.	Grade 6 N	Grade 6 Mean	Grade 6 S.D.
Days present	CR separate	61	122.9	35.2	62	116.2	24.7	54	116.0	22.7
	NCR separate	45	123.9	12.2	49	124.8	11.0	63	123.1	15.7
	CR combined	169	143.1	50.9	159	142.1	54.0	129	130.9	47.8
	NCR combined	169	121.7	20.8	159	121.6	18.6	129	123.1	19.9
	Total revised Title I	288	131.1	41.8	282	129.7	40.9	219	124.0	35.4
	Total revised Non-Title I	156	128.5	29.3	147	127.1	30.6	156	125.8	28.1
Minutes present	CR separate	58	4753.5	3336.3	59	4876.7	2583.9	51	4592.4	2173.1
	NCR separate	39	4713.9	2888.5	44	5100.7	2052.2	58	4761.3	2008.7
	CR combined	156	4747.5	3276.6	146	4731.4	2902.3	120	4634.4	2508.6
	NCR combined	159	4179.7	2771.8	150	4326.6	2246.4	119	4598.4	2076.0
	Total revised Title I	270	4179.7	3200.7	257	4461.2	2530.0	207	4382.0	2339.1
	Total revised Non-Title I	142	4540.8	2824.3	142	4732.3	2553.8	141	5011.6	2025.1

Distribution of CR students by amount of prior compensatory treatment and funding category (see also the Final Report, Volume I, pages 144-146). Revised Table 31 shows the number and percentage of CR students in various grouping categories with varying amounts of prior compensatory treatment, in each of six funding categories. Data for the following student groups are presented in the table:

1. CR separate, no prior CR
2. CR separate, less than one year prior CR
3. CR separate, one year prior CR
4. CR separate, two years prior CR
5. CR separate, three or more years prior CR
6. CR combined, no prior CR
7. CR combined, less than one year prior CR
8. CR combined, one year prior CR
9. CR combined, two years prior CR
10. CR combined, three or more years prior CR

Relationships of school and reading program characteristics to revised funding source (see also the Final Report, Volume I, pages 152-155). Analyses were performed to determine the relationships between revised funding source and school and program characteristics. All schools classified Total Revised Title I were coded "1," and schools classified Total Revised Non-Title I were coded "0." Correlations were obtained, separately by grade, between this funding source variable and items from the School Principal Questionnaire and the Class and Program Characteristics Questionnaire. Those correlations whose absolute value equalled or exceeded .15 are presented in Revised Table 34. In assessing the data of this table, it should be remembered that the displayed correlations are selected from a very large total set of correlations, and that some of them can be expected to be the result of chance.

Revised Table 31

Percentages of CR Students with Varying Amounts of Prior CR Treatment, by Funding Category

Grade 2

Student Group (see preceding text)	Former Title I		Former Non-Title I		Reclassified Title I		Reclassified Non-Title I		Total Revised Title I		Total Revised Non-Title I	
	N	%	N	%	N	%	N	%	N	%	N	%
1	267	39.4	148	21.8	122	18.0	141	20.8	389	57.4	289	42.6
2	93	77.5	14	11.7	11	9.2	2	1.7	104	86.7	16	13.3
3	437	47.7	149	16.3	201	21.9	129	14.1	638	69.7	278	30.3
4	100	49.5	27	13.4	50	24.8	25	12.4	150	74.3	52	25.7
5	17	100.0	0	0.0	0	0.0	0	0.0	17	100.0	0	0.0
6	796	53.5	185	12.4	219	14.7	288	19.4	1015	68.2	473	31.8
7	119	32.7	122	33.5	57	15.7	66	18.1	176	48.4	188	51.6
8	515	49.3	143	13.7	187	17.9	200	19.1	702	67.2	343	32.8
9	60	60.6	3	3.0	8	8.1	28	28.3	68	68.7	31	31.3
10	0	0.0	0	0.0	3	75.0	1	25.0	3	75.0	1	25.9
Total	2404	48.7	791	16.0	858	17.4	880	17.8	3262	66.1	1671	33.9
Grade 4												
1	307	48.4	109	17.2	137	21.6	81	12.8	444	70.0	190	30.0
2	40	37.0	19	17.6	13	12.0	36	33.3	53	49.1	55	50.9
3	314	78.3	22	5.5	4	1.0	61	15.2	318	79.3	83	20.7
4	99	28.6	142	41.0	68	19.7	37	10.7	167	48.3	179	51.7
5	291	53.3	97	17.8	127	23.3	31	5.7	418	76.6	128	23.4
6	397	52.1	101	13.3	126	16.5	138	18.1	523	68.6	239	31.4
7	97	50.0	25	12.9	23	11.9	49	25.3	120	61.9	74	38.1
8	307	64.6	49	10.3	59	12.4	60	12.6	366	77.1	109	22.9

Revised Table 31 (cont.)

Grade 4 (cont.)

Student Group (see preceding text)	Former Title I		Former Non-Title I		Reclassified Title I		Reclassified Non-Title I		Total Revised Title I		Total Revised Non-Title I	
	N	%	N	%	N	%	N	%	N	%	N	%
9	253	48.6	101	19.4	68	13.1	99	19.0	321	61.6	200	38.4
10	239	43.6	59	10.8	97	17.7	153	27.9	336	61.3	212	38.7
Total	2344	51.7	724	16.0	722	15.9	745	16.4	3066	67.6	1469	32.4
Grade 6												
1	304	56.0	59	10.9	137	25.2	43	7.9	441	81.2	102	18.8
2	128	62.1	36	17.5	25	12.1	17	8.3	153	74.3	53	25.7
3	159	55.8	44	15.4	13	4.6	69	24.2	172	60.4	113	39.6
4	148	57.8	79	30.9	8	3.1	21	8.2	156	60.9	100	39.1
5	322	55.0	97	16.6	22	3.8	144	24.6	344	58.8	241	41.2
6	493	60.0	157	19.1	22	2.7	150	18.2	515	62.7	307	37.3
7	49	44.5	21	19.1	5	4.5	35	31.8	54	49.1	56	50.9
8	195	58.9	36	10.9	14	4.2	86	26.0	209	63.1	122	36.9
9	191	47.9	65	16.3	26	6.5	117	29.3	217	54.4	182	45.6
10	283	42.1	129	19.2	99	14.7	162	24.1	382	56.8	291	43.2
Total	2272	54.0	723	17.2	371	8.8	844	20.0	2643	62.8	1567	37.2

Revised Table 34

Correlations of School and Reading Program Characteristics with Funding Source (Title I vs. Non-Title I)

School Characteristic	Grade	Corr. with Funding Source	N
Principal rating of adequacy of number of teacher aides	School	.25	219
Cost per pupil of compensatory reading	School	.24	47
Basis for determining pupil participation in the compensatory reading program:			
Membership in one or more specific target groups (i.e., economically disadvantaged, migrants, non-English-speaking)	School	.34	221
Depressed reading levels (as indicated by test results)	School	.21	221
Student socioeconomic status	School	-.35	221
Class Characteristic			
Teacher-student ethnicity match	4	.16	199
Percentage of pupils in compensatory reading class who are members of the following racial or national origin groups:			
Caucasian or White	2	-.17	202
Caucasian or White	4	-.15	201
Oriental	6	-.17	140
American Indian	4	.17	174
Teacher expectation of grade level average compensatory reading pupil would reach if given opportunity	4	-.18	201
Teacher expectation of grade level average compensatory reading pupil <u>will</u> reach	2	-.31	202
	4	-.21	201
	6	-.19	169
Average amount of formal instruction time per student in compensatory reading, expressed as minutes per instructional period	4	-.17	200
Availability (frequency) of teacher aides	2	.27	197
	4	.27	194
	6	.23	164
Frequency of organization of groups in compensatory reading class by the following criteria:			
Specific skill deficiencies	6	.20	149
Other criteria	2	-.24	17

Revised Table 34 (cont.)

Class Characteristic (cont.)	Grade	Corr. with Funding Source	N
Length of time teacher has used her major classroom approach to the teaching of compensatory reading	4	-.16	201
	6	-.17	169
Time a typical compensatory reading pupil spends on:			
Enriching cultural background	4	.16	201
Other activities	4	.16	24
Other activities	6	.25	24
Amount of in-school time devoted by a typical compensatory reading pupil to:			
Compensatory reading	2	.20	200
Instructional program (if CR program is different from basic instructional program)	2	.20	159
Other relevant activities	4	.16	47
Other relevant activities	6	.27	36
Teacher estimate of her success in teaching compensatory reading with respect to:			
Remediating cultural deprivation	2	.24	203
Remediating cultural deprivation	4	.23	200
Remediating cultural deprivation	6	.17	167
Teacher experience	4	-.15	199
	6	-.20	166
Teacher attitude toward the academic capabilities of disadvantaged pupils	6	.18	166
Special training for teacher in teaching reading or in instructional techniques for disadvantaged pupils	4	.19	201
Frequency of opportunity for compensatory reading pupils to read aloud to teacher or other adult	4	.23	201

Examination of the school characteristics correlations reported in Revised Table 34 shows that Title I schools (as compared to Non-Title I schools) are characterized by relatively low socioeconomic status and relatively high cost per pupil of compensatory reading. Pupil membership in specific target groups and depressed reading levels are more frequently the basis for determining participation in these programs.

The class characteristics correlations suggest that teachers in Title I schools have lower expectations of the educational levels their compensatory reading students could (grade 4) or will (grades 2, 4, and 6) attain. These teachers (in grade 4) are more apt to have had special training for instructing disadvantaged pupils. They have more favorable attitudes (in grade 6) toward the academic capabilities of disadvantaged pupils, and higher estimates of their success (in grades 2, 4, and 6) of remediating cultural deprivation.

Compensatory reading programs in Title I funded schools are characterized by more frequent availability of teacher aides (grades 2, 4, and 6), fewer minutes per instructional period (grade 4), and more time spent by a typical compensatory reading student on enriching cultural background (grade 4) and on "Other" activities (grades 4 and 6).

Relationship of student movement among classes and reading program characteristics (see also the Final Report, Volume I, page 155). The ratios of student (CR and NCR) moves to student opportunities to move were approximately 2%, 2%, and 3% for grades 2, 4, and 6, respectively. In order to estimate the ratio of moves from CR to NCR classes, these ratios were multiplied by the proportions of CR students (40%, 38%, and 38% in grades 2, 4, and 6, respectively). This resulted in the estimate that approximately 1% of all moves were from CR to NCR classes.

Relationships of funding category to program characteristics (cluster membership). (See also the Final Report, Volume I, pages 172-173.) As explained in the Final Report, a chi square test of the Revised Table 40 data was not appropriate because several expected cell frequencies were too small, nor was collapsing of categories a useful procedure. By inspection of Revised Table 40, it can be seen that the former overrepresentation of Non-Title I schools in cluster 1A (17.2% as compared to 10.4% for the cluster as a whole) has disappeared in the Total Revised data (10.5% vs. 10.4%).

Revised Table 40

Percentages of Phase II Schools in Reading Clusters and Funding Categories

Funding Category	Cluster										
	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	11
Former Title I	10.9	17.6	11.8	10.1	6.7	3.4	5.9	2.5	8.4	5.9	6.7
Former Non-Title I	17.2	10.3	31.0	0.0	13.8	6.9	0.0	0.0	3.4	0.0	13.8
Reclassified Title I	17.1	11.4	8.6	2.9	8.6	11.4	5.7	0.0	5.7	2.9	11.4
Reclassified Non-Title I	7.0	5.3	22.8	5.3	8.8	7.0	5.3	0.0	10.5	1.8	12.3
Total Revised Title I	12.3	16.2	11.0	8.4	7.1	5.2	5.8	1.9	7.8	5.2	7.8
Total Revised Non-Title I	10.5	7.0	25.6	3.5	10.5	7.0	3.5	0.0	8.1	1.2	12.8
Total %	10.4	11.6	14.9	6.0	7.5	5.2	4.5	1.1	7.1	3.4	8.6
Total N	28	31	40	16	20	14	12	3	19	9	23

As explained previously, no "Partial Title I" category exists for the revised data, so that the former finding concerning a disproportionate number of cluster 1B, Partial Title I schools cannot be compared to a revised result. However, it can be seen that a disproportionate number of Total Revised Title I schools (16.2% vs. 11.6%) does exist in cluster 1B (characterized by a deemphasis on the use of audiovisual

equipment and released time instruction). The former findings of a disproportionate number of cluster 2A schools being Non-Title I funded is confirmed by the revised data (25.6% vs. 14.9%), but there is little disproportionality in the revised data for cluster 2B (the instructional practices in clusters 2A and 2B are not clearly defined, but the reader is referred to p. 47 of the Phase I Report for a comprehensive description). The former finding of a relatively heavy representation of Non-Title I schools in cluster 3A (characterized by a concentration of effort on the basic techniques of reading instruction) is substantially diminished in the revised data (10.5% vs. 7.5% for the cluster as a whole). As in the former findings, no other notable disproportionalities existed in the remainder of Revised Table 40.

Gain in reading achievement and attitude toward reading differences among funding categories (see also the Final Report, Volume I, pages 173-179). Using the Revised Total Title I and Revised Total Non-Title I funding categories, achievement and attitude results were related to funding source. As in the original analysis, it should be noted that the categorization does not reflect the amount of funding, but only its presence or absence, regardless of amount. Curvilinear analyses of covariance were performed, separately by grade, using posttest scores on each of the reading achievement subtests and on the attitude toward reading measures as dependent variables. The unit of analysis was the school mean of the appropriate grade level, and the covariates were the corresponding reading achievement or attitude pretest scores and the pretest scores squared. No significant (at the .05 level or higher) differences were found at either grades 2 or 6. In grade 4, a significant difference favoring Title I schools was found for Attitude Toward Reading [$p = .005$; $F = 7.9$ (1,200 D.F.); proportion of variance explained by the comparison = .02].

In order to provide a more sensitive test of the effect of funding source upon reading achievement, the analyses described above were performed removing the CR/NCR effects. Table A shows the results of these analyses.

Table A

Gain in Reading Achievement and Attitude Toward Reading: Total Revised Title I vs. Total Revised Non-Title I

Grade 2 / Criterion	F(1,426)	Direction of Difference	Proportion of Variance Explained by Comparison	N of Items in Criterion	Raw Score Means[5] Pretest 1[4]	Pretest 2	Posttest 1	Posttest 2
MAT Word Knowledge*	7.1[2]	NT > T	<.01	35	23.9	26.9	30.1	32.3
MAT Sentences*	5.3[1]	NT > T	<.01	13	8.0	9.0	11.0	11.8
MAT Stories	7.7[2]	NT > T	<.01	29	14.3	16.6	21.3	23.6
MAT Reading	6.1[1]	NT > T	<.01	42	22.3	25.6	32.3	35.4
MAT Total	5.4[1]	NT > T	<.01	77	46.2	52.4	62.5	67.7
Cooperative Reading*	7.6[3]	NT > T	.01	50	23.2	26.3	33.5	36.9
MAT Total + Coop. Read.*	5.8[1]	NT > T	<.01	127	69.4	78.7	96.0	104.6
	F(1,421)							
Attitude Toward Reading*	4.6[1]	NT < T	<.01	15	4.4	4.6	4.6	4.5
Grade 4	F(1,411)							
MAT Word Knowledge	NS			50	26.9	30.1	32.5	35.7
MAT Reading	NS			45	21.2	23.5	25.8	28.4
MAT Total	NS			95	48.2	53.7	58.3	64.1
Cooperative Reading	NS			50	30.9	33.6	36.7	38.9
MAT Total + Coop. Read.	NS			145	79.0	87.2	95.0	103.0
	F(1,406)							
Attitude Toward Reading	10.4[2]	NT < T	.01	15	-1.8	-1.9	-1.9	-2.1
Grade 6	F(1,358)							
MAT Word Knowledge	NS			50	37.0	39.1	39.7	41.6
MAT Reading	NS			45	28.7	30.6	31.4	33.2
MAT Total	NS			95	65.7	69.8	71.1	74.7
STEP II Reading	NS			60	33.3	35.2	36.2	38.4
MAT Total + STEP	NS			155	99.1	105.0	107.3	113.1
	F(1,358)							
Attitude Toward Reading	NS			25	-1.8	-1.9	-1.9	-1.9

[1].05 level [2].01 level [3].001 level

[4]"1" indicates Total Revised Title I, "2" indicates Total Revised Non-Title I.

[5]Attitude means are expressed in terms of the Rasch scale (see the Final Report, Volume I, p. 57).

*Non-parallel regression curves

None of the funding x CR/NCR interactions in the analyses shown in Table A were significant at the .05 level or higher. Therefore, all significant funding main effects are interpretable, except where regression curves are non-parallel. Examination of Table A reveals significant differences favoring the Non-Title I schools for MAT Stories, MAT Reading, and MAT Total in grade 2. The significant attitude difference found in the prior (ignoring CR/NCR effects) analysis, favoring Title I schools in grade 4, is confirmed by the analysis shown in Table A.

In order to understand more fully the achievement and attitude gain differences between Total Revised Title I and Total Revised Non-Title I funding, analyses of variance of pretest achievement and attitude scores were performed, eliminating CR/NCR effects. Revised Table 41 shows the results of these analyses.

Reference to Revised Table 41 shows that Non-Title I schools had higher average achievement pretest scores for almost all subtests at all grade levels then did Title I schools. Non-Title I schools also had higher average attitude scores at grade 2 than did Title I schools. None of the funding x CR/NCR interactions were significant at or above the .05 level. Therefore, all significant main effects are interpretable.

Relationship of educational disadvantage and economic disadvantage, by revised funding category. (See also the Final Report, Volume I, pages 181-183.) Counts were obtained, separately by grade in CR schools, of the numbers of students falling into each cell of a four-way classification:

1. educational advantage/disadvantage (two categories: low--reading one or more years below grade level; high--reading less than one year below grade level; grade level equivalents defined in terms of the MAT Total pretest score, with 2.1, 4.1, and 6.1 considered to be "grade level" for grades 2, 4, and 6, respectively)
2. economic disadvantage/advantage (two categories: low--participation in school free lunch program; high--non-participation in school free lunch program; data obtained from Student Questionnaire)

Revised Table 41

Pretest Differences in Reading Achievement and Attitude Toward Reading Among Funding Categories

Comparison	Criterion	F(1,428)	Direction of Difference	Proportion of Variance Explained by Comparison	N of Items in Criterion	Pretest Raw Score Means 1[4]	Pretest Raw Score Means 2
Grade 2							
Total Revised Title I vs. Total Revised Non-Title I	MAT Word Knowledge	30.5[3]	NT > T	.04	35	23.9	26.9
	MAT Sentences	24.6[3]	NT > T	.03	13	8.0	9.0
	MAT Stories	20.3[3]	NT > T	.03	29	14.3	16.6
	MAT Reading	22.7[3]	NT > T	.03	42	22.3	25.6
	MAT Total	27.9[3]	NT > T	.04	77	46.2	52.4
	Cooperative Reading	22.3[3]	NT > T	.03	50	23.2	26.3
	MAT Total + Coop. Reading	27.0[3]	NT > T	.04	127	69.4	78.7
		F(1,423)					
	Attitude Toward Reading	4.2[1]	NT > T	.01	15	4.4	4.6
Grade 4		F(1,413)					
Total Revised Title I vs. Total Revised Non-Title I	MAT Word Knowledge	16.4[3]	NT > T	.02	50	26.9	30.1
	MAT Reading	16.4[3]	NT > T	.02	45	21.2	23.5
	MAT Total	16.9[3]	NT > T	.02	95	48.2	53.7
	Cooperative Reading	22.9[3]	NT > T	.02	50	30.9	33.6
	MAT Total + Coop. Reading	19.1[3]	NT > T	.02	145	79.0	87.2
		F(1,408)					
	Attitude Toward Reading	NS			25	-1.8	-1.9

Revised Table 41 (cont.)

Grade 6

Comparison	Criterion	F(1,360)	Direction of Difference	Proportion of Variance Explained by Comparison	N of Items in Criterion	Pretest Raw Score Means 1[4]	Pretest Raw Score Means 2
Total Revised Title I vs. Total Revised Non-Title I	MAT Word Knowledge	5.7[1]	NT > T	.01	50	37.0	39.1
	MAT Reading	4.7[1]	NT > T	.01	45	28.7	30.6
	MAT Total	5.4[1]	NT > T	.01	95	65.7	69.8
	STEP II Reading	NS	NT > T		60	33.3	35.2
	MAT Total + STEP Read.	4.2[1]	NT > T	.01	155	99.1	105.0
		F(1,360)					
	Attitude Toward Reading	NS			25	-1.8	-1.9

[1].05 level

[2].01 level

[3].001 level

[4]"1" indicates the first group mentioned in the "comparison" column, "2" indicates the second.

3. revised school funding category (two categories: Title I, non-Title I)
4. CR/NCR student group (four categories: CR separate classes, NCR separate classes, CR combined classes, and NCR combined classes)

It was found that almost no second graders were reading one or more years below grade level, a not surprising finding in view of the floor of the measures, the effects of chance response, and the fact that such a result would put them one year below grade level at the end of one year of study. Revised Table 42 shows the results for grades 4 and 6.

Achievement test results. (See also Addendum I to the Final Report, Volume I, pages 39-54.) It was of interest to compare summer students to other regular year CR and NCR students, for Title I and Non-Title I schools, in terms of Fall 1972 and Spring 1973 data. Two-way analyses of variance (student group x revised funding category) were performed separately by grade, test, and test administration. The unit of analysis was the school, and the data were for students in the summer study schools only. The following group comparisons were tested jointly:

1. summer students vs. other regular year students
2. summer students vs. other regular year NCR students

Students were also classified by the revised funding category of their school; summer students by the summer classification, and regular year students by the regular year classification. The Title I vs. Non-Title I funding comparison was tested. Revised Table 33 shows the results of these analyses.

Revised Table 42

Relationship of Reading Level, Economic Level, Revised Funding, and CR/NCR Grouping

Grade 4	Former Title I High Ach.	Former Title I Low Ach.	Former Non-Title I High Ach.	Former Non-Title I Low Ach.	Former Total	Reclassified Title I High Ach.	Reclassified Title I Low Ach.	Reclassified Non-Title I High Ach.	Reclassified Non-Title I Low Ach.	Reclassified Total	Revised Total Title I High Ach.	Revised Total Title I Low Ach.	Revised Total Non-Title I High Ach.	Revised Total Non-Title I Low Ach.	Revised Grand Total
Low Economic Level															
CR sep	249	714	53	169	1185	91	253	61	52	457	340	967	114	221	1642
NCR sep	250	175	178	40	643	18	1	192	43	254	268	176	370	83	897
CR comb	201	740	66	85	1092	73	177	68	141	459	274	917	134	226	1551
NCR comb	953	510	312	33	1808	185	125	229	74	613	1138	635	541	107	2421
Subtotal	1653	2139	609	327	4728	367	556	550	310	1783	2020	2695	1159	637	6511
	3792		936			923		860			4715		1796		
High Economic Level															
CR sep	220	203	62	158	643	21	36	82	72	211	241	239	144	230	854
NCR sep	414	110	103	11	638	98	4	458	62	622	512	114	561	73	1260
CR comb	177	402	92	122	793	107	110	152	208	577	284	512	244	330	1370
NCR comb	1285	300	612	60	2257	367	44	881	155	1447	1652	344	1493	215	3704
Subtotal	2096	1015	869	351	4331	593	194	1573	497	2857	2689	1209	2442	848	7188
TOTAL	3749	3154	1478	678	9059	960	750	2123	807	4640	4709	3904	3601	1485	13,699
	6903		2156			1710		2930			8613		5086		
Grade 6															
Low Economic Level															
CR sep	116	690	32	163	1001	48	134	26	66	274	164	824	58	229	1275
NCR sep	152	297	292	112	853	29	44	154	143	370	181	641	446	255	1223
CR comb	99	756	43	185	1083	9	51	27	214	301	108	807	70	399	1384
NCR comb	614	408	270	96	1388	49	29	249	307	634	663	437	519	403	2022
Subtotal	981	2151	637	556	4325	135	258	456	730	1579	1116	2409	1093	1286	5904
	3132		1193			393		1186			3525		2379		
High Economic Level															
CR sep	190	262	31	131	614	16	37	96	108	257	206	299	127	239	871
NCR sep	366	206	144	24	740	163	92	714	261	1230	529	298	858	285	1970
CR comb	162	372	87	138	759	29	97	131	318	575	191	469	218	456	1334
NCR comb	896	416	499	106	1917	198	59	590	246	1093	1094	475	1089	352	3010
Subtotal	1614	1256	761	399	4030	406	285	1531	933	3155	2020	1541	2292	1332	7185
TOTAL	2595	3407	1398	955	8355	541	543	1987	1663	4734	3136	3950	3385	2618	13,089
	6002		2353			1084		3650			7086		6003		

Note: The totals for Table 42 "unclassifiable funding" and Revised Table 42 "Reclassified" do not match, due to the addition of five schools and the omission of two. These changes were made because of the availability of more recent information and the possibility of slightly different categorization procedures.

Revised Table 33 (Addendum I to The Final Report, Volume I)

Student Group x Funding Category Differences in Summer Study Schools: Fall 1972 and Spring 1973 Data

Grade 2

		Fall 1972									
Comparisons[4]	Variable	F[5]	D.F.	Direction of Difference[6]	Prop. Var. Explained by Compar.	Raw Score Means[7] 1	2	3	Study Sample Raw Score S.D.	1-2 Diff. in S.D. Units	1-3 Diff. in S.D. Units
Funding	Coop. Primary Reading	5.7[1]	(1,63)	NT > T	.08	21.9	25.2			-0.31	
Student Group		18.6[3]	(2,63)	S > CR S < NCR	.37	20.1	19.4	29.1	10.6	0.07	-0.85
F x SG		NS	(2,61)								
Funding	MAT Word Knowledge	5.3[1]	(1,63)	NT > T	.08	24.3	26.3			-0.24	
Student Group		24.9[3]	(2,63)	S > CR S < NCR	.44	22.8	22.3	29.7	8.2	0.06	-0.84
F x SG		NS	(2,61)								
Funding	MAT Sentences	5.7[1]	(1,63)	NT > T	.08	7.8	8.8			-0.28	
Student Group		22.0[3]	(2,63)	S > CR S < NCR	.41	7.2	6.9	10.2	3.6	0.08	-0.83
F x SG		NS	(2,61)								
Funding	MAT Stories	4.3[1]	(1,63)	NT > T	.06	13.5	15.2			-0.21	
Student Group		24.6[3]	(2,63)	S < CR S < NCR	.44	11.3	11.7	19.1	8.0	-0.05	-0.97
F x SG		NS	(2,61)								
Funding	MAT Reading	5.0[1]	(1,63)	NT > T	.07	21.3	24.1			-0.25	
Student Group		25.4[3]	(2,63)	S < CR S < NCR	.45	18.5	18.6	29.3	11.0	-0.01	-0.98
F x SG		NS	(2,61)								
Funding	MAT Total	5.9[1]	(1,63)	NT > T	.09	45.6	50.4			-0.27	
Student Group		28.7[3]	(2,63)	S > CR S < NCR	.48	41.4	41.0	59.0	18.1	0.02	-0.97
F x SG		NS	(2,61)								
Funding	Coop. + MAT Total	6.3[1]	(1,63)	NT > T	.09	67.5	75.8			-0.30	
Student Group		25.5[3]	(2,63)	S > CR S < NCR	.48	61.6	60.3	88.1	27.5	0.05	-0.96
F x SG		NS	(2,61)								

Revised Table 33 (cont.)

Grade 2, Fall 1972 (cont.)

Comparisons[4]	Variable	F[5]	D.F.	Direction of Difference[6]	Prop. Var. Explained by Compar.	Raw Score Means[7] 1	2	3	Study Sample Raw Score S.D.	1-2 Diff. in S.D. Units	1-3 Diff. in S.D. Units
Funding	Attitude	NS	(1,60)			2.51	2.61			-0.08	
Student Group		NS	(2,60)			2.52	2.40	2.69	1.3	-0.09	-0.13
F x SG		NS	(2,58)								
Spring 1973											
Funding	Coop. Primary Reading	8.4[2]	(1,63)	NT > T	.12	32.8	35.9			-0.31	
Student Group		29.4[3]	(2,63)	S < CR S < NCR	.48	29.9	30.9	40.2	9.9	-0.10	-1.03
F x SG		NS	(2,61)								
Funding	MAT Word Knowledge	8.8[2]	(1,63)	NT > T	.12	30.3	32.7			-0.42	
Student Group		10.5[3]	(2,63)	S < CR S < NCR	.25	29.7	29.8	33.4	5.7	-0.02	-0.65
F x SG		NS	(2,61)								
Funding	MAT Sentences	8.0[2]	(1,63)	NT > T	.11	11.1	12.0			-0.36	
Student Group		11.2[3]	(2,63)	S < CR S < NCR	.26	10.8	10.8	12.4	2.5	0.00	-0.64
F x SG		NS	(2,61)								
Funding	MAT Stories	9.2[2]	(1,63)	NT > T	.13	21.4	24.2			-0.41	
Student Group		16.7[3]	(2,63)	S < CR S < NCR	.35	20.3	20.3	25.9	6.9	0.00	-0.81
F x SG		NS	(2,61)								
Funding	MAT Reading	9.5[2]	(1,63)	NT > T	.13	32.5	36.2			-0.41	
Student Group		16.3[3]	(2,63)	S > CR S < NCR	.34	31.1	31.1	38.3	9.0	0.00	-0.80
F x SG		NS	(2,61)								
Funding	MAT Total	9.7[2]	(1,63)	NT > T	.13	62.8	68.8			-0.43	
Student Group		14.6[3]	(2,63)	S < CR S < NCR	.32	60.8	61.0	71.6	14.1	-0.01	-0.77
F x SG		NS	(2,61)								

Revised Table 33 (cont.)

Grade 2, Spring 1973 (cont.)

Comparisons[4]	Variable	F[5]	D.F.	Direction of Difference[6]	Prop. Var. Explained by Compar.	Raw Score Means[7] 1	2	3	Study Sample Raw Score S.D.	1-2 Diff. in S.D. Units	1-3 Diff. in S.D. Units
Funding	Coop. + MAT Total	10.0[2]	(1,63)	NT > T	.14	95.6	104.7			-0.39	
Student Group		22.0[3]	(2,63)	S < CR S < NCR	.41	90.7	91.9	111.9	23.1	-0.05	-0.92
F x SG		NS	(2,61)								
Funding	Attitude	NS	(1,60)			2.60	2.74			-0.11	
Student Group		NS	(2,60)			2.76	2.45	2.70	1.3	0.24	0.05
F x SG		NS	(2,58)								
Grade 4, Fall 1972											
Funding	Coop. Primary Reading	NS	(1,50)			30.4	32.8			-0.25	
Student Group		24.9[3]	(2,50)	S > CR S < NCR	.50	28.3	27.0	37.8	9.5	0.14	-1.00
F x SG		NS	(2,48)								
Funding	MAT Word Knowledge	6.3[1]	(1,50)	NT > T	.11	26.6	31.1			-0.36	
Student Group		25.0[1]	(2,50)	S > CR S < NCR	.50	24.4	22.7	36.5	12.5	0.14	-0.97
F x SG		NS	(2,48)								
Funding	MAT Reading	4.6[1]	(1,50)	NT > T	.08	20.9	23.3			-0.24	
Student Group		34.3[3]	(2,50)	S > CR S < NCR	.58	18.2	17.7	28.6	9.8	0.05	-1.06
F x SG		NS	(2,48)								
Funding	MAT Total	5.9[1]	(1,50)	NT > T	.11	47.5	54.4			-0.32	
Student Group		30.3[3]	(2,50)	S > CR S < NCR	.55	42.6	40.4	65.1	21.5	0.10	-1.05
F x SG		NS	(2,48)								
Funding	Coop. + MAT Total	5.0[1]	(1,50)	NT > T	.09	78.0	87.1			-0.30	
Student Group		29.2[3]	(2,50)	S > CR S < NCR	.54	70.9	67.4	103.0	30.2	0.12	-1.06
F x SG		NS	(2,48)								

Revised Table 33 (cont.)

Grade 4, Fall 1972 (cont.)

Comparisons[4]	Variable	F[5]	D.F.	Direction of Difference[6]	Prop. Var. Explained by Compar.	Raw Score Means[7] 1	2	3	Study Sample Raw Score S.D.	1-2 Diff. in S.D. Units	1-3 Diff. in S.D. Units
Funding	Attitude	NS	(1,50)			-0.72	-0.73			-0.01	
Student Group		27.2[3]	(2,50)	S > CR S > NCR	.52	-0.33	-0.57	-1.25	1.2	0.20	0.77
F x SG		NS	(2,48)								
Spring 1973											
Funding	Coop. Primary Reading	11.4[2]	(1,50)	NT > T	.19	36.8	41.0			-0.51	
Student Group		23.0[3]	(2,50)	S > CR S < NCR	.48	37.2	34.1	42.6	8.2	0.38	-0.66
F x SG		NS	(2,48)								
Funding	MAT Word Knowledge	5.8[1]	(1,50)	NT > T	.10	32.3	36.5			-0.37	
Student Group		21.9[3]	(2,50)	S > CR S < NCR	.47	31.1	28.5	40.9	11.3	0.23	0.87
F x SG		NS	(2,48)								
Funding	MAT Reading	12.3[3]	(1,50)	NT > T	.20	25.0	29.7			-0.48	
Student Group		28.8[3]	(2,50)	S > CR S < NCR	.54	23.7	22.0	33.0	9.8	0.17	-0.95
F x SG		NS	(2,48)								
Funding	MAT Total	8.7[2]	(1,50)	NT > T	.15	57.3	66.2			-0.44	
Student Group		26.2[3]	(2,50)	S > CR S < NCR	.51	54.6	50.5	74.0	20.4	0.20	-0.95
F x SG		NS	(2,48)								
Funding	Coop. + MAT Total	9.7[2]	(1,50)	NT > T	.16	94.1	107.2			-0.47	
Student Group		26.1[3]	(2,50)	S > CR S < NCR	.51	91.8	84.5	116.7	27.9	0.26	-0.89
F x SG		NS	(2,48)								
Funding	Attitude	NS	(1,50)			-0.79	-0.83			0.03	
Student Group		13.5[3]	(2,50)	S > CR S > NCR	.35	-0.44	-0.61	-1.36	1.3	0.13	0.71
F x SG		NS	(2,48)								

Revised Table 33 (cont.)

Grade 6, Fall 1972

Comparisons[4]	Variable	F[5]	D.F.	Direction of Difference[6]	Prop. Var. Explained by Compar.	Raw Score Means[7] 1	2	3	Study Sample Raw Score S.D.	1-2 Diff. in S.D. Units	1-3 Diff. in S.D. Units
Funding	STEP II	NS	(1,40)			33.3	35.5			-0.18	
Student Group		17.6[3]	(2,40)	S > CR S < NCR	.47	30.8	29.1	41.0	12.4	0.14	-0.82
F x SG		NS	(2,38)								
Funding	MAT Word Knowledge	NS	(1,40)			37.5	39.4			-0.18	
Student Group		13.0[3]	(2,40)	S > CR S < NCR	.39	36.0	34.5	43.1	10.6	0.14	-0.67
F x SG		NS	(2,38)								
Funding	MAT Reading	NS	(1,40)			29.1	30.7			-0.16	
Student Group		11.5[3]	(2,40)	S > CR S < NCR	.37	26.7	26.5	34.6	9.9	0.02	-0.80
F x SG		NS	(2,38)								
Funding	MAT Total	NS	(1,40)			66.5	70.1			-0.18	
Student Group		12.6[3]	(2,40)	S > CR S < NCR	.39	62.7	61.0	77.6	19.6	0.09	-0.76
F x SG		NS	(2,38)								
Funding	STEP + MAT Total	NS	(1,40)			99.9	105.5			-0.18	
Student Group		15.3[3]	(2,40)	S > CR S < NCR	.43	93.5	90.2	118.6	31.0	0.11	-0.81
F x SG		NS	(2,38)								
Funding	Attitude	NS	(1,40)			-0.91	-0.83			-0.06	
Student Group		5.1[1]	(2,40)	S < CR S > NCR	.20	-0.63	-0.59	-1.30	1.3	-0.03	0.52
F x SG		NS	(2,38)								
Spring 1973											
Funding	STEP II	NS	(1,40)			36.3	38.8			-0.21	
Student Group		10.0[3]	(2,40)	S > CR S < NCR	.33	35.4	32.7	42.7	11.9	0.23	-0.61
F x SG		NS	(2,38)								

Revised Table 33 (cont.)

Grade 6, Spring 1973 (cont.)

Comparisons[4]	Variable	F[5]	D.F.	Direction of Difference[6]	Prop. Var. Explained by Compar.	Raw Score Means[7] 1	2	3	Study Sample Raw Score S.D.	1-2 Diff. in S.D. Units	1-3 Diff. in S.D. Units
Funding	MAT Word Knowledge	NS	(1,40)			40.3	42.7			-0.26	
Student Group		9.0[3]	(2,40)	S > CR S < NCR	.31	40.7	37.5	44.8	9.4	0.34	-0.44
F x SG		NS	(2,38)								
Funding	MAT Reading	7.3[2]	(1,40)	NT > T	.15	31.1	34.8			-0.40	
Student Group		8.0[2]	(2,40)	S > CR S < NCR	.29	31.8	29.2	35.9	9.3	0.28	-0.44
F x SG		NS	(2,38)								
Funding	MAT Total	5.4[1]	(1,40)	NT > T	.12	71.4	77.5			-0.34	
Student Group		8.8[3]	(2,40)	S > CR S < NCR	.31	72.4	66.8	80.7	17.9	0.31	-0.46
F x SG		NS	(2,38)								
Funding	STEP + MAT Total	5.0[1]	(1,40)	NT > T	.11	107.7	116.9			-0.32	
Student Group		9.8[3]	(2,40)	S > CR S < NCR	.33	108.4	99.7	123.4	28.7	0.30	-0.52
F x SG		NS	(2,38)								
Funding	Attitude	NS	(1,40)			-0.78	-0.77			-0.01	
Student Group		6.3[2]	(2,40)	S > CR S > NCR	.24	-0.41	-0.53	-1.25	1.3	0.09	0.62
F x SG		NS	(2,38)								

[7] In each of the "Funding" rows, raw score means 1 and 2 correspond to Title I and non-Title I groups, respectively. In each of the "Student Group" rows, raw score means 1, 2, and 3 correspond to Summer, CR, and NCR students, respectively.

Reference to Revised Table 33 shows little change in the overall picture of the original Table 33. None of the Funding x Student Group interactions is significant, and it is therefore appropriate to interpret all significant main effects. For Cooperative Primary Reading, MAT Word Knowledge, and MAT Total in grade 2, summer students exceed CR students for the Fall data, but have fallen behind them by the Spring administration. For pretest and posttest achievement scores in grades 4 and 6, all summer student means exceed those for regular year CR students and are smaller than those of regular year NCR students.

Funding category significant achievement main effects are approximately as frequent as those for Student Group in grades 2 and 4, but account for considerably smaller proportions of criterion variance where they do occur. Their direction is completely consistent across tests, administrations, and grade levels, with students in non-Title I schools exceeding those in Title I schools.

Analyses parallel to those described above were performed, but comparing summer students to other regular year CR and NCR students in all of the Phase II schools. Revised Table 34 shows the results.

Examination of Revised Table 34 shows that even the few significant interactions found in the original analysis did not appear in the re-analysis.

Revised Table 34 (Addendum I to The Final Report, Volume I)

Student Group x Funding Category Differences in Phase II Schools: Fall 1972 and Spring 1973 Data

Grade 2

		Fall 1972									
Comparisons[4]	Variable	F[5]	D.F.	Direction of Difference[6]	Prop. Var. Explained by Compar.	Raw Score Means[7] 1	2	3	Study Sample Raw Score S.D.	1-2 Diff. in S.D. Units	1-3 Diff. in S.D. Units
Funding	Coop. Primary Reading	6.1[1]	(1,379)	NT > T	.02	23.8	25.2			-0.13	
Student Group		141.7[3]	(2,379)	S > CR S < NCR	.43	20.1	19.7	29.0	10.6	0.04	-0.84
F x SG		NS	(2,377)								
Funding	MAT Word Knowledge	5.2[1]	(1,379)	NT > T	.01	24.7	26.3			-0.20	
Student Group		106.4[3]	(2,379)	S > CR S < NCR	.36	22.8	21.5	28.6	8.2	0.16	-0.71
F x SG		NS	(2,377)								
Funding	MAT Sentences	7.0[2]	(1,379)	NT > T	.02	8.2	8.8			-0.17	
Student Group		152.1[3]	(2,379)	S > CR S < NCR	.45	7.2	6.8	9.9	3.6	0.11	-0.75
F x SG		NS	(2,377)								
Funding	MAT Stories	5.0[1]	(1,379)	NT > T	.01	14.8	15.2			-0.05	
Student Group		152.2[3]	(2,379)	S < CR S < NCR	.45	11.3	11.7	18.7	8.0	0.05	-0.92
F x SG		NS	(2,377)								
Funding	MAT Reading	5.8[1]	(1,379)	NT > T	.02	23.0	24.1			-0.10	
Student Group		160.0[3]	(2,379)	S > CR S < NCR	.46	18.6	18.5	28.6	11.0	0.00	-0.92
F x SG		NS	(2,377)								
Funding	MAT Total	6.0[1]	(1,379)	NT > T	.02	47.7	50.4			-0.15	
Student Group		145.1	(2,379)	S > CR S < NCR	.43	41.4	40.1	57.2	18.1	0.07	-0.87
F x SG		NS	(2,377)								
Funding	Coop. + MAT Total	6.5[1]	(1,379)	NT > T	.02	71.6	75.8			-0.15	
Student Group		150.1[3]	(2,379)	S > CR S < NCR	.44	61.6	59.8	86.1	27.5	0.07	-0.89
F x SG		NS	(2,377)								

Revised Table 34 (cont.)

Grade 2, Fall 1972 (cont.)

Comparisons[4]	Variable	F[5]	D.F.	Direction of Difference[6]	Prop. Var. Explained by Compar.	Raw Score Means[7] 1	2	3	Study Sample Raw Score S.D.	1-2 Diff. in S.D. Units	1-3 Diff. in S.D. Units
Funding	Attitude	NS	(1,372)			2.46	2.62			-0.12	
Student Group		9.9[3]	(2,372)	S > CR S < NCR	.05	2.5	2.3	2.6	1.3	0.15	-0.08
F x SG		NS	(2,377)								
Spring 1973											
Funding	Coop. Primary Reading	7.6[2]	(1,270)	NT > T	.03	34.9	35.9			-0.10	
Student Group		109.9[3]	(2,270)	S < CR S < NCR	.45	29.9	31.2	39.9	9.9	0.13	-1.01
F x SG		NS	(2,268)								
Funding	MAT Word Knowledge	10.4[2]	(1,270)	NT > T	.04	31.2	32.7			-0.26	
Student Group		49.0[3]	(2,270)	S < CR S < NCR	.27	29.7	29.8	33.1	5.7	-0.02	-0.60
F x SG		NS	(2,268)								
Funding	MAT Sentences	8.5[2]	(1,270)	NT > T	.03	11.4	12.0			-0.24	
Student Group		50.4[3]	(2,270)	S > CR S < NCR	.27	10.8	10.8	12.3	2.5	0.00	-0.60
F x SG		NS	(2,268)								
Funding	MAT Stories	10.8[2]	(1,270)	NT > T	.04	22.4	24.2			-0.26	
Student Group		81.7[3]	(2,270)	S > CR S < NCR	.38	20.3	20.0	25.5	6.9	0.04	-0.75
F x SG		NS	(2,268)								
Funding	MAT Reading	10.6[2]	(1,270)	NT > T	.04	33.8	36.2			-0.27	
Student Group		75.9[3]	(2,270)	S > CR S < NCR	.36	31.1	30.8	37.8	9.0	0.03	-0.97
F x SG		NS	(2,268)								
Funding	MAT Total	10.9[2]	(1,270)	NT > T	.04	65.1	68.8			-0.26	
Student Group		68.2[3]	(2,270)	S > CR S < NCR	.34	60.8	60.7	70.9	14.1	0.01	0.72
F x SG		NS	(2,268)								

Revised Table 34 (cont.)

Grade 2, Spring 1973 (cont.)

Comparisons[4]	Variable	F[5]	D.F.	Direction of Difference[6]	Prop. Var. Explained by Compar.	Raw Score Means[7] 1	2	3	Study Sample Raw Score S.D.	1-2 Diff. in S.D. Units	1-3 Diff. in S.D. Units
Funding	Coop. + MAT Total	10.0[2]	(1,270)	NT > T	.04	100.0	104.7			-0.20	
Student Group		88.8[3]	(2,270)	S < CR S < NCR	.40	90.7	91.9	110.9	23.1	-0.05	-0.87
F x SG		NS	(2,268)								
Funding	Attitude	NS	(1,267)			2.63	2.74			-0.08	
Student Group		3.6[1]	(2,267)	S > CR S > NCR	.03	2.8	2.5	2.7	1.3	-0.16	-0.05
F x SG		NS	(2,265)								
Grade 4, Fall 1972											
Funding	Coop. Primary Reading	4.5[1]	(1,341)	NT > T	.01	31.6	32.7			-0.12	
Student Group		207.7[3]	(2,341)	S > CR S < NCR	.55	28.3	27.0	37.0	9.5	0.14	-0.92
F x SG		NS	(2,339)								
Funding	MAT Word Knowledge	8.5[2]	(1,341)	NT > T	.02	27.7	31.1			-0.27	
Student Group		200.2[3]	(2,341)	S > CR S < NCR	.54	24.4	21.5	35.1	12.5	0.23	-0.86
F x SG		NS	(2,339)								
Funding	MAT Reading	6.7[1]	(1,341)	NT > T	.02	21.8	23.3			-0.15	
Student Group		222.1[3]	(2,341)	S > CR S < NCR	.57	18.2	17.3	27.2	9.8	-0.09	-0.92
F x SG		NS	(2,339)								
Funding	MAT Total	8.0[2]	(1,341)	NT > T	.02	49.6	54.3			-0.22	
Student Group		217.2[3]	(2,341)	S > CR S < NCR	.56	42.6	38.8	62.3	21.5	0.18	-0.92
F x SG		NS	(2,339)								
Funding	Coop. + MAT Total	7.0[2]	(1,341)	NT > T	.02	81.2	87.1			-0.20	
Student Group		220.5[3]	(2,341)	S > CR S < NCR	.56	70.9	65.9	99.3	30.2	0.17	-0.94
F x SG		NS	(2,339)								

Revised Table 34 (cont.)

Grade 4, Fall 1972 (cont.)

Comparisons[4]	Variable	F[5]	D.F.	Direction of Difference[6]	Prop. Var. Explained by Compar.	Raw Score Means[7] 1	2	3	Study Sample Raw Score S.D.	1-2 Diff. in S.D. Units	1-3 Diff. in S.D. Units
Funding	Attitude	NS	(1,338)			-0.80	-0.73			-0.06	
Student Group		149.7[3]	(2,338)	S > CR S > NCR	.47	-0.33	-0.45	-1.22	1.2	0.10	0.74
F x SG		NS	(2,336)								
Spring 1973											
Funding	Coop. Primary Reading	11.5[3]	(1,257)	NT > T	.04	37.6	41.0			-0.41	
Student Group		117.0[3]	(2,257)	S > CR S < NCR	.48	37.2	34.1	41.7	8.2	-0.38	-0.55
F x SG		NS	(2,255)								
Funding	MAT Word Knowledge	6.6[1]	(1,257)	NT > T	.02	33.9	36.5			-0.23	
Student Group		128.0[3]	(2,257)	S > CR S < NCR	.50	31.1	28.6	40.0	11.3	-0.22	-0.79
F x SG		NS	(2,255)								
Funding	MAT Reading	13.0[3]	(1,257)	NT > T	.05	26.7	29.7			-0.31	
Student Group		146.6[3]	(2,257)	S > CR S < NCR	.53	23.7	22.3	32.1	9.8	0.14	-0.86
F x SG		NS	(2,255)								
Funding	MAT Total	9.5[2]	(1,257)	NT > T	.04	60.6	66.2			-0.27	
Student Group		140.2[3]	(2,257)	S > CR S < NCR	.52	54.6	50.9	72.2	20.4	0.18	-0.86
F x SG		NS	(2,255)								
Funding	Coop. + MAT Total	10.3[2]	(1,257)	NT > T	.04	98.2	107.2			-0.32	
Student Group		136.6[3]	(2,257)	S > CR S < NCR	.52	91.8	84.9	113.9	27.9	0.25	-0.79
F x SG		NS	(2,255)								
Funding	Attitude	NS	(1,257)			-0.98	-0.83			-0.12	
Student Group		113.1[3]	(2,257)	S > CR S > NCR	.47	-0.44	-0.62	-1.41	1.3	-0.14	0.75
F x SG		NS	(2,255)								

Revised Table 34 (cont.)

Grade 6, Fall 1972

Comparisons[4]	Variable	F[5]	D.F.	Direction of Difference[6]	Prop. Var. Explained by Compar.	Raw Score Means[7] 1	2	3	Study Sample Raw Score S.D.	1-2 Diff. in S.D. Units	1-3 Diff. in S.D. Units
Funding	STEP II	4.0[1]	(1,248)	NT > T	.02	34.1	35.5			-0.11	
Student Group		134.1[3]	(2,248)	S > CR S < NCR	.52	30.8	28.0	40.8	12.4	0.23	-0.81
F x SG		NS	(2,246)								
Funding	MAT Word Knowledge	NS	(1,248)			37.9	39.4			-0.14	
Student Group		92.8[3]	(2,248)	S > CR S < NCR	.43	36.0	33.3	43.0	10.6	0.25	-0.66
F x SG		NS	(2,246)								
Funding	MAT Reading	4.5[1]	(1,248)	NT > T	.02	29.5	30.7			-0.12	
Student Group		120.2[3]	(2,248)	S > CR S < NCR	.49	26.7	24.9	34.6	9.9	0.18	-0.80
F x SG		NS	(2,246)								
Funding	MAT Total	4.1[1]	(1,248)	NT > T	.02	67.4	70.1			-0.14	
Student Group		109.9[3]	(2,248)	S > CR S < NCR	.47	62.7	58.2	77.6	19.6	0.23	-0.76
F x SG		NS	(2,246)								
Funding	STEP + MAT Total	4.2[1]	(1,248)	NT > T	.02	101.5	105.5			-0.13	
Student Group		122.3[3]	(2,248)	S > CR S < NCR	.50	93.5	86.2	118.3	31.0	0.24	-0.80
F x SG		NS	(2,246)								
Funding	Attitude	NS	(1,247)			-0.85	-0.83			-0.02	
Student Group		82.1[3]	(2,247)	S < CR S > NCR	.40	-0.63	-0.46	-1.26	1.3	-0.13	0.48
F x SG		NS	(2,245)								
Spring 1973											
Funding	STEP II	NS	(1,247)			37.2	38.8			-0.13	
Student Group		123.8[3]	(2,247)	S > CR S < NCR	.50	35.4	31.6	43.2	11.9	0.32	-0.66
F x SG		NS	(2,245)								

Revised Table 34 (cont.)

Grade 6, Spring 1973 (cont.)

Comparisons[4]	Variable	F[5]	D.F.	Direction of Difference[6]	Prop. Var. Explained by Compar.	Raw Score Means[7] 1	2	3	Study Sample Raw Score S.D.	1-2 Diff. in S.D. Units	1-3 Diff. in S.D. Units
Funding	MAT Word Knowledge	4.0[1]	(1,247)	NT > T	.02	40.6	42.7			-0.22	
Student Group		76.9[3]	(2,247)	S > CR S < NCR	.38	40.7	36.9	44.6	9.4	0.40	-0.41
F x SG		NS	(2,245)								
Funding	MAT Reading	9.1[2]	(1,247)	NT > T	.04	32.0	34.8			-0.30	
Student Group		108.3[3]	(2,247)	S > CR S < NCR	.47	31.8	28.1	36.3	9.3	0.40	-0.48
F x SG		NS	(2,245)								
Funding	MAT Total	6.4[1]	(1,247)	NT > T	.03	72.6	77.5			-0.27	
Student Group		96.2[3]	(2,247)	S > CR S < NCR	.44	72.4	65.0	80.9	17.9	0.41	-0.47
F x SG		NS	(2,245)								
Funding	STEP + MAT Total	6.0[1]	(1,247)	NT > T	.02	109.8	116.9			-0.25	
Student Group		111.3[3]	(2,247)	S > CR S < NCR	.47	108.4	96.6	124.1	28.7	0.41	-0.55
F x SG		NS	(2,245)								
Funding	Attitude	NS	(1,247)			-0.86	-0.77			-0.07	
Student Group		84.2[3]	(2,247)	S > CR S > NCR	.41	-0.41	-0.47	-1.28	1.3	0.05	0.67
F x SG		NS	(2,245)								

[7] In each of the "Funding" rows, raw score means 1 and 2 correspond to Title I and non-Title I groups, respectively. In each of the "Student Group" rows, raw score means 1, 2, and 3 correspond to Summer, CR, and NCR students, respectively.

Errata--Final Report, Volume I

Page	Line	Now Reads	Should Read
72	Table 17B, CR separate, Total Title I:		
	Low SES %	65.3	74.2
	High SES %	34.7	25.8
72	Table 17B, NCR separate, Non-Title I:		
	Low SES %	47.1	65.4
	High SES %	52.9	34.6
78	Tables 20A, 20B, 20C:		
	NCR sep.	NCR sep.	CR comb.
	CR comb.	CR comb.	NCR sep.
97-105	Tables 23A and 23B are reproduced in full below, with changes underlined		
155	9	a CR	any
174	22	grouping were	grouping interactions were
175	12	Table 39	Table 41

Table 23A

Pretest Reading Achievement of Compensatory and Non-Compensatory Reading Students, By Funding Category, As Compared to National Norms

Grade 2

Test or Subtest	School Category	Norms[1] Raw Score Mean or Median	Study Sample Raw Score Means		Total Sample Raw Score S.D.	Diff. in S.D. Units Between Sample and Norms Means[2]		Grade Level Equivalent Mean	
			CR	NCR		CR	NCR	CR	NCR
MAT Word Knowledge	Total Title I	29.[3]	20.7	26.9	8.2	-1.01	-0.26	1.73	2.22
	Partial Title I	29[3]	23.1	29.9	8.2	-0.72	0.11	1.90	2.54
	Non-Title I	29[3]	22.0	30.1	8.2	-0.85	0.13	1.79	2.54
	Unknown Funding Category	29[3]	22.1	29.0	8.2	-0.84	.00	1.82	2.43
	Total of above	29[3]	21.6	28.5	8.2	-0.90	-0.06	1.79	2.38
	NCR Schools	29[3]		27.0	8.2		-0.24		2.24
MAT Reading	Total Title I	30[3]	17.7	25.8	11.0	-1.12	-0.38	1.66	2.12
	Partial Title I	30[3]	20.6	30.8	11.0	-0.85	0.07	1.81	2.47
	Non-Title I	30[3]	18.6	30.2	11.0	-1.04	0.02	1.69	2.44
	Unknown Funding Category	30[3]	19.2	29.0	11.0	-0.98	-0.09	1.74	2.35
	Total of above	30[3]	18.7	28.2	11.0	-1.03	-0.16	1.71	2.30
	NCP. Schools	30[3]		26.2	11.0		-0.35		2.19
MAT Total	Total Title I	58[3]	38.4	52.7	18.1	-1.08	-0.29	1.71	2.15
	Partial Title I	58[3]	43.7	60.7	18.1	-0.79	0.15	1.85	2.48
	Non-Title I	58[3]	40.6	60.3	18.1	-0.96	0.13	1.76	2.45
	Unknown Funding Categor	58[3]	41.3	58.0	18.1	-0.92	-0.00	1.79	2.36
	Total of above	58[3]	40.3	56.7	18.1	-0.98	-0.07	1.76	2.31
	NCR Schools	58[3]		53.3	18.1		-0.26		2.21

Table 23A (cont.)

Grade 2 (cont.)

Test or Subtest	School Category	Norms[1] Raw Score Mean or Median	Study Sample Raw Score Means CR	Study Sample Raw Score Means NCR	Total Sample Raw Score S.D.	Diff. in S.D. Units Between Sample and Norms Means[2] CR	Diff. in S.D. Units Between Sample and Norms Means[2] NCR	Grade Level Equivalent Mean CR	Grade Level Equivalent Mean NCR
Cooperative Reading	Total Title I	27.9	19.1	26.4	10.6	-0.83	-0.14		
	Partial Title I	27.9	21.8	30.9	10.6	-0.57	0.28		
	Non-Title I	27.9	19.9	30.8	10.6	-0.75	0.25		
	Unknown Funding Category	27.9	20.2	29.4	10.6	-0.73	0.14		
	Total of above	27.9	19.9	28.7	10.6	-0.75	0.08		
	NCR Schools	27.9		26.8	10.6		-0.10		
Grade 4									
MAT Word Knowledge	Total Title I	35.5[4]	20.0	31.8	12.5	-1.23	-0.30	2.89	4.14
	Partial Title I	35.5[4]	24.4	36.7	12.5	-0.89	0.10	3.34	4.86
	Non-Title I	35.5[4]	21.9	37.3	12.5	-1.09	0.14	3.02	4.82
	Unknown Funding Category	35.5[4]	23.2	34.4	12.5	-0.98	-0.09	3.16	4.52
	Total of above	35.5[4]	21.9	34.1	12.5	-1.09	-0.11	3.10	4.46
	NCR Schools	35.5[4]		31.5	12.5		-0.32		4.18
MAT Reading	Total Title I	27[4]	16.4	24.8	9.8	-1.08	-0.22	2.74	4.03
	Partial Title I	27[4]	19.3	28.5	9.8	-0.79	0.15	3.17	4.73
	Non-Title I	27[4]	17.4	28.8	9.8	-0.98	0.18	2.85	4.70
	Unknown Funding Category	27[4]	18.3	27.0	9.8	-0.89	-0.00	2.99	4.43
	Total of above	27[4]	17.5	26.6	9.8	-0.97	-0.04	2.90	4.36
	NCR Schools	27[4]		25.0	9.8		-0.20		4.11
MAT Total	Total Title I	63[4]	36.4	56.6	21.5	-1.24	-0.30	2.76	4.03
	Partial Title I	63[4]	43.7	65.2	21.5	-0.90	0.10	3.21	4.75
	Non-Title I	63[4]	39.3	66.0	21.5	-1.10	0.14	2.90	4.71

Table 23A (cont.)

Grade 4 (cont.)

Test or Subtest	School Category	Norms[1] Raw Score Mean or Median	Study Sample Raw Score Means		Total Sample Raw Score S.D.	Diff. in S.D. Units Between Sample and Norms Means[2]		Grade Level Equivalent Mean	
			CR	NCR		CR	NCR	CR	NCR
MAT Total (cont.)	Unknown Funding Category	63[4]	41.5	61.4	21.5	-1.00	-0.07	3.04	4.42
	Total of above	63[4]	39.3	60.7	21.5	-1.10	-0.12	2.93	4.36
	NCR Schools	63[4]		56.5	21.5		-0.30		4.10
Cooperative Reading	Total Title I	34.5[5]	25.7	34.7	9.5	-0.93	0.02		
	Partial Title I	34.5[5]	29.4	38.4	9.5	-0.54	0.41		
	Non-Title I	34.5[5]	27.2	38.6	9.5	-0.77	0.43		
	Unknown Funding Category	34.5[5]	28.4	36.5	9.5	-0.64	0.21		
	Total of above	34.5[5]	27.3	36.3	9.5	-0.76	0.19		
	NCR Schools	34.5[5]		34.4	9.5		-0.01		
Grade 6									
MAT Word Knowledge	Total Title I		31.2	41.3	10.6			4.22	6.03
	Partial Title I		34.7	42.4	10.6			4.68	6.37
	Non-Title I		33.6	44.4	10.6			4.49	6.78
	Unknown Funding Category		34.3	42.2	10.6			4.63	6.30
	Total of above		32.8	42.3	10.6			4.43	6.31
	NCR Schools			41.3	10.6				6.13
MAT Reading	Total Title I		23.8	32.7	9.9			3.93	5.75
	Partial Title I		26.6	34.6	9.9			4.44	6.29
	Non-Title I		25.8	36.2	9.9			4.20	6.65
	Unknown Funding Category		25.7	33.7	9.9			4.23	6.05
	Total of above		24.9	33.9	9.9			4.11	6.08
	NCR Schools			33.0					5.91

Table 23A (cont.)

Grade 6 (cont.)

Test or Subtest	School Category	Norms[1] Raw Score Mean or Median	Study Sample Raw Score Means CR	Study Sample Raw Score Means NCR	Total Sample Raw Score S.D.	Diff. in S.D. Units Between Sample and Norms Means[2] CR	Diff. in S.D. Units Between Sample and Norms Means[2] NCR	Grade Level Equivalent Mean CR	Grade Level Equivalent Mean NCR
MAT Total	Total Title I		54.9	74.0	19.6			4.03	5.88
	Partial Title I		61.4	77.0	19.6			4.50	6.35
	Non-Title I		59.5	80.6	19.6			4.28	6.76
	Unknown Funding Category		60.0	75.9	19.6			4.37	6.18
	Total of above		57.8	76.2	19.6			4.22	6.20
	NCR Schools			74.3	19.6				6.03
STEP II Reading	Total Title I	39	27.1	38.4	12.4	-0.96	-0.05		
	Partial Title I	39	30.1	40.6	12.4	-0.72	0.13		
	Non-Title I	39	28.4	42.8	12.4	-0.85	0.31		
	Unknown Funding Category	39	28.9	39.8	12.4	-0.81	0.06		
	Total of above	39	28.1	40.0	12.4	-0.88	0.08		
	NCR Schools	39		38.8	12.4		-0.02		

[1]Fall mean of the appropriate grade unless otherwise noted

[2]Difference is expressed in terms of total sample standard deviation

[3]Fall Grade 2 median

[4]Fall Grade 4 median

[5]Spring Grade 3 mean

Table 23B

Posttest Reading Achievement of Compensatory and Non-Compensatory Reading Students, By Funding Category, As Compared to National Norms

Grade 2

Test or Subtest	School Category	Norms[1] Raw Score Mean or Median	Study Sample Raw Score Means		Total Sample Raw Score S.D.	Diff. in S.D. Units Between Sample and Norms Means[2]		Grade Level Equivalent Mean	
			CR	NCR		CR	NCR	CR	NCR
MAT Word Knowledge	Total Title I	29[3]	28.7	32.1	5.7	-0.05	0.54	2.49	3.08
	Partial Title I	29[3]	30.2	33.5	5.7	0.21	0.79	2.68	3.42
	Non-Title I	29[3]	29.6	33.8	5.7	0.10	0.84	2.57	3.45
	Unknown Funding Category	29[3]	29.5	33.1	5.7	0.09	0.72	2.62	3.29
	Total of above	29[3]	29.3	32.9	5.7	0.05	0.68	2.57	3.25
	NCR Schools	29[3]		32.2	5.7		0.56		3.11
MAT Reading	Total Title I	30[3]	29.4	35.8	9.0	-0.07	0.64	2.38	3.05
	Partial Title I	30[3]	32.6	38.8	9.0	0.29	0.97	2.63	3.48
	Non-Title I	30[3]	30.6	38.5	9.0	0.07	0.94	2.43	3.36
	Unknown Funding Category	30[3]	30.7	37.5	9.0	0.08	0.83	2.50	3.27
	Total of above	30[3]	30.4	37.1	9.0	0.04	0.76	2.46	3.22
	NCR Schools	30[3]		35.7	9.0		0.63		3.05
MAT Total	Total Title I	58[3]	58.1	67.9	14.1	0.01	0.70	2.39	3.03
	Partial Title I	58[3]	62.8	72.4	14.1	0.34	1.02	2.62	3.45
	Non-Title I	58[3]	60.2	72.3	14.1	0.16	1.01	2.45	3.37
	Unknown Funding Category	58[3]	60.2	70.6	14.1	0.16	0.89	2.52	3.26
	Total of above	58[3]	59.6	70.0	14.1	0.11	0.85	2.46	3.21
	NCR Schools	58[3]		67.8	14.1		0.69		3.05

Table 23B (cont.)

Grade 2 (cont.)

Test or Subtest	School Category	Norms[1] Raw Score Mean or Median	Study Sample Raw Score Means		Total Sample Raw Score S.D.	Diff. in S.D. Units Between Sample and Norms Means[2]		Grade Level Equivalent Mean	
			CR	NCR		CR	NCR	CR	NCR
Cooperative Reading	Total Title I	27.9	29.9	37.1	9.9	0.20	0.94		
	Partial Title I	27.9	32.7	41.3	9.9	0.48	1.35		
	Non-Title I	27.9	30.8	41.2	9.9	0.29	1.34		
	Unknown Funding Category	27.9	31.1	39.5	9.9	0.32	1.17		
	Total of above	27.9	30.8	39.1	9.9	0.29	1.12		
	NCR Schools	27.9		37.1	9.9		0.93		
Grade 4									
MAT Word Knowledge	Total Title I	35.5[4]	25.9	37.4	11.3	-0.85	0.17	3.46	5.05
	Partial Title I	35.5[4]	30.0	41.0	11.3	-0.49	0.48	4.03	5.76
	Non-Title I	35.5[4]	28.2	41.6	11.3	-0.64	0.54	3.67	5.73
	Unknown Funding Category	35.5[4]	29.5	39.0	11.3	-0.53	0.31	3.83	5.39
	Total of above	35.5[4]	27.9	39.0	11.3	-0.67	0.31	3.68	5.35
	NCR Schools	35.5[4]		36.8	11.3		0.11		5.03
MAT Word Knowledge	Total Title I	39.5[6]	25.9	37.4	11.3	-1.20	-0.19	3.46	5.05
	Partial Title I	39.5[6]	30.0	41.0	11.3	-0.84	0.13	4.03	5.76
	Non-Title I	39.5[6]	28.2	41.6	11.3	-1.00	0.19	3.67	5.73
	Unknown Funding Category	39.5[6]	29.5	39.0	11.3	-0.88	-0.04	3.83	5.39
	Total of above	39.5[6]	27.9	39.0	11.3	-1.03	-0.04	3.68	5.35
	NCR Schools	39.5[6]		36.8	11.3		-0.23		5.03
MAT Reading	Total Title I	27[4]	20.6	29.5	9.8	-0.65	0.26	3.36	4.97
	Partial Title I	27[4]	24.1	33.3	9.8	-0.29	0.64	3.97	5.89
	Non-Title I	27[4]	22.1	33.4	9.8	-0.50	0.65	3.56	5.76

Table 23B (cont.)

Grade 4 (cont.)

Test or Subtest	School Category	Norms[1] Raw Score Mean or Median	Study Sample Raw Score Means		Total Sample Raw Score S.D.	Diff. in S.D. Units Between Sample and Norms Means[2]		Grade Level Equivalent Mean	
			CR	NCR		CR	NCR	CR	NCR
MAT Reading (cont.)	Unknown Funding Category	27[4]	23.0	31.3	9.8	-0.41	0.44	3.71	5.38
	Total of above	27[4]	22.0	31.2	9.8	-0.51	0.43	4.73	6.63
	NCR Schools	27[4]		29.6	9.8		0.26		5.03
MAT Reading	Total Title I	30.0[6]	20.6	29.5	9.8	-0.96	-0.05	3.36	4.97
	Partial Title I	30.0[6]	24.1	33.3	9.8	-0.60	0.33	3.97	5.89
	Non-Title I	30.0[6]	22.1	33.4	9.8	-0.80	0.35	3.56	5.76
	Unknown Funding Category	30.0[6]	23.0	31.3	9.8	-0.71	0.13	3.71	5.38
	Total of above	30.0[6]	22.0	31.2	9.8	-0.82	0.12	4.73	6.63
	NCR Schools	30.0[6]		29.6	9.8		-0.04		5.03
MAT Total	Total Title I	63[4]	46.5	66.9	20.4	-0.81	0.19	3.36	4.97
	Partial Title I	63[4]	54.2	74.3	20.4	-0.43	0.55	3.95	5.84
	Non-Title I	63[4]	50.3	74.9	20.4	-0.62	0.58	3.57	5.72
	Unknown Funding Category	63[4]	52.5	70.3	20.4	-0.51	0.36	3.72	5.37
	Total of above	63[4]	50.0	70.1	20.4	-0.64	0.35	3.57	5.32
	NCR Schools	63[4]		66.4	20.4		0.17		5.00
MAT Total	Total Title I	71.0[6]	46.5	66.9	20.4	-1.20	-0.20	3.36	4.97
	Partial Title I	71.0[6]	54.2	74.3	20.4	-0.82	0.16	3.95	5.84
	Non-Title I	71.0[6]	50.3	74.9	20.4	-1.01	0.19	3.57	5.72
	Unknown Funding Category	71.0[6]	52.5	70.3	20.4	-0.91	-0.03	3.72	5.37
	Total of above	71.0[6]	50.0	70.1	20.4	-1.03	-0.04	3.57	5.32
	NCR Schools	71.0[6]		66.4	20.4		-0.23		5.00

Table 23B (cont.)

Grade 4 (cont.)

Test or Subtest	School Category	Norms[1] Raw Score Mean or Median	Study Sample Raw Score Means CR	Study Sample Raw Score Means NCR	Total Sample Raw Score S.D.	Diff. in S.D. Units Between Sample and Norms Means[2] CR	Diff. in S.D. Units Between Sample and Norms Means[2] NCR	Grade Level Equivalent Mean CR	Grade Level Equivalent Mean NCR
Cooperative Reading	Total Title I	34.5[5]	32.1	39.9	8.2	-0.29	0.66		
	Partial Title I	34.5[5]	35.4	42.6	8.2	0.17	0.99		
	Non-Title I	34.5[5]	33.8	42.6	8.2	-0.09	0.99		
	Unknown Funding Category	34.5[5]	34.9	41.1	8.2	0.04	0.81		
	Total of above	34.5[5]	33.7	41.0	8.2	-0.10	0.79		
	NCR Schools	34.5[5]		39.4	8.2		0.60		
Grade 6									
MAT Word Knowledge	Total Title I		34.7	43.2	9.4			4.77	6.64
	Partial Title I		38.3	44.2	9.4			5.36	7.12
	Non-Title I		36.7	45.9	9.4			5.04	7.49
	Unknown Funding Category		37.3	43.8	9.4			5.18	6.91
	Total of above		36.1	43.9	9.4			4.98	6.94
	NCR Schools			42.7	9.4				6.66
MAT Reading	Total Title I		26.6	35.0	9.3			4.51	6.38
	Partial Title I		30.1	36.1	9.3			5.18	6.81
	Non-Title I		28.7	37.6	9.3			4.83	7.12
	Unknown Funding Category		29.0	35.5	9.3			4.90	6.58
	Total of above		28.0	35.7	9.3			4.73	6.63
	NCR Schools			34.8	9.3				6.42

Table 23B (cont.)

Grade 6 (cont.)

Test or Subtest	School Category	Norms[1] Raw Score Mean or Median	Study Sample Raw Score Means CR	Study Sample Raw Score Means NCR	Total Sample Raw Score S.D.	Diff. in S.D. Units Between Sample and Norms Means[2] CR	Diff. in S.D. Units Between Sample and Norms Means[2] NCR	Grade Level Equivalent Mean CR	Grade Level Equivalent Mean NCR
MAT Total	Total Title I		61.3	78.2	17.9			4.60	6.54
	Partial Title I		68.4	80.3	17.9			5.24	7.04
	Non-Title I		65.4	83.5	17.9			4.87	7.37
	Unknown Funding Category		66.3	79.3	17.9			4.97	6.79
	Total of above		64.2	79.7	17.9			4.80	6.83
	NCR Schools			77.5	17.9				6.59
STEP II Reading	Total Title I	39	30.0	41.1	11.9	-0.76	0.18		
	Partial Title I	39	33.8	43.4	11.9	-0.44	0.37		
	Non-Title I	39	32.1	45.3	11.9	-0.58	0.53		
	Unknown Funding Category	39	32.8	42.2	11.9	-0.52	0.27		
	Total of above	39	31.5	42.5	11.9	-0.63	0.29		
	NCR Schools	39		41.1	11.9		0.18		

[1]Fall mean of the appropriate grade unless otherwise noted

[2]Difference is expressed in terms of total sample standard deviation

[3]Fall Grade 2 median

[4]Fall Grade 4 median

[5]Spring Grade 3 mean

[6]Spring Grade 4 median

Appendix

RE-EXAMINATION OF PROGRAM COSTS AND ENROLLMENT BY FUNDING SOURCE

RMC Research Corporation
Bethesda, Maryland

RE-EXAMINATION OF PROGRAM COSTS AND ENROLLMENT BY FUNDING SOURCE

RMC analyzed cost and enrollment for classes associated with various funding sources for the compensatory reading programs.using the data collected during Phase II of this study.[1] However, approximately 40 percent of the schools did not report their funding sources. Because such a high percentage of nonresponse might represent a bias in the data and the resulting conclusions, the nonresponding schools were contacted to obtain their funding sources. RMC used this new information to determine if significant differences existed in program cost and enrollment between funding sources. The following chapter describes this re-analysis and presents the results.

DESCRIPTION OF ANALYSIS

The re-analysis primarily examined the differences in cost and enrollment of compensatory reading programs funded from ESEA Title I compared with compensatory programs funded from other sources. The cost and enrollment of noncompensatory reading programs was also examined to determine if the availability of ESEA Title I funds in the same school affected the characteristics of these classes.

The examination was conducted for the following types of classes in grades two, four, and six:

(1) classes with compensatory students (CR) only in regular classroom settings,

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1. An Evaluation of the Cost Effectiveness of Alternative Compensatory Reading Programs, Volumes I and III. RMC Research Corporation. UR-231.

(2) classes with noncompensatory students (NCR) only in regular classroom settings,

(3) classes with a mix of CR and NCR students in regular classroom settings,

(4) classes with CR students only in special reading classes,[1]

(5) classes with a mix of CR and NCR students in special reading classes, and

(6) classes in schools with no compensatory program (NCR schools).

COMPARISON OF DATA BASE WITH PREVIOUS ANALYSES

The new data base is similar to that used in the analyses reported in Volumes I and III of the cost-effectiveness report. However, differences do exist, and it is important to explain their effects on the results.

Volume I of the cost-effectiveness report examined the differences in cost between compensatory reading programs funded by ESEA Title I and those that were not. Approximately 40 percent of the schools were excluded from that analysis because data regarding funding source were not available. These data are now available and represent the primary difference in the data base. In addition, the results presented in Volume I were based on average school costs regardless of the class characteristics outlined above. Thus, direct comparisons cannot be made between the two analyses.

Volume III of the cost-effectiveness report did not examine the differences in characteristics between classes with different funding sources. But it did examine the average cost and enrollment for each type of class identified above. When the analysis in Volume III is compared with results in this chapter, minor differences can be observed because of the classes included in the data base. Since Volume III was primarily concerned with the evaluation of program cost effectiveness, classes with effectiveness scores based on small numbers of students were eliminated from the data base. The re-analysis presented in this chapter was not concerned with effectiveness and thus did not exclude classes with insufficient test results. As a result, slight differences are present in the means and standard deviations for the various classes in the two data bases. This

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1. Volume I of the cost-effectiveness report defines special reading classes as small groups where students receive additional reading instruction outside of their regular reading class.

is particularly true for special reading groups because of their small number. However, the differences are not statistically significant.

PRESENTATION RESULTS

The means and standard deviations for ten categories of program costs are presented first. Tables 1 to 6 display the differences in cost between ESEA Title I and non-Title I compensatory reading programs. These values which represent the average across all grades, are presented separately for each type of class. The number of observed classes in each category is shown at the bottom of the table. Tables 7 to 12, 13 to 18, and 19 to 24 present similar values for grades two, four, and six respectively.

Tables 25 to 29 present the means and standard deviations for enrollment. Each table represents the value for a particular type of class and differentiates between classes receiving ESEA funding and those that do not. Values are presented for each grade as well as for all grades.

ANALYSIS OF VARIANCE

In an attempt to determine if the availability of ESEA Title I funding produces significant differences in cost or enrollment between classes, a series of analyses of variance (ANOVA) is presented in Tables 30 to 34.

Table 30 presents the F statistic for the Title I/non-Title I comparison of program costs for regular classrooms. This statistic is presented by grade and across grade for CR only, NCR only, and mixed classes. The value is presented for each of the ten resource categories. To save space, the resource identification has been coded as shown below:

Code	Identity
1	Class Instructor
2	Teacher Aide
3	Reading Specialists
4	Less Critical Staff
5	All Staff
6	Facilities
7	All Equipment
8	All Materials
9	District Centers
10	All Resources

The ANOVAs reveal significant differences in program cost between regular classrooms funded by ESEA Title I and those funded by other sources. This is particularly true for all staff categories other than the class instructor. Inspection of Tables 1, 2, and 5 indicates that total staff costs for ESEA Title I classrooms are between 8.7 percent and 14.7 percent more expensive than comparable classrooms without Title I funding. However, the low R^2 statistic in Table 31 indicates that the differences are not particularly strong.

Tables 32 and 33 present the same type of program cost analysis for special reading groups. Although some differences in cost do exist, almost no significant differences can be found between special reading groups funded by ESEA Title I and those that are not.

Table 34 presents an ANOVA for differences in enrollment between various funding sources for each tpye of class. Essentially no differences exist except for the NCR only classes. Here, the NCR classes in schools with no ESEA Title I funding are, on the average, 5 percent larger than NCR classes in schools with Title I funding.

PROPORTION OF TOTAL ENROLLMENT

Tables 35 and 36 present the proportion of the total enrollment associated wtih types of classes and funding sources. Table 35 examines this proportion for each funding source.by type of class. For example, 26.9 percent of the students in schools with ESEA Title I funding were in regular classrooms with CR students only.

Table 36 is similar to Table 35 except that it presents the proportion of students in each type of class by funding source. For example, of all the students in regular classrooms with CR only, 71.2 percent are in schools that receive ESEA Title I funding.

To give additional insight to the mixed classes, the proportion of those taking the test and were identified as CR students was examined. For regular classrooms, approximately 39 percent of the students taking the test in mixed classes were identified as CR students. For special reading groups, the proportion was 92 percent. This information was obtained from Tables 4, 5, and 6 of Volume III of the cost-effectiveness study.

Table 1

PROGRAM COST FOR CR STUDENTS IN REGULAR CLASSROOMS ACROSS GRADES

	Title I		Non-Title I		Overall	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Class instructor	69.22	34.45	65.58	46.21	68.16	38.18
Teacher aides	19.95	42.20	6.86	16.77	16.13	37.06
Reading specialists	31.22	37.44	37.15	110.87	32.95	67.45
Less critical staff	26.24	25.28	25.27	27.14	25.96	25.77
All staff	146.63	80.36	134.87	127.23	143.20	96.25
Facilities	34.85	16.69	32.36	22.34	34.12	18.50
All equipment	3.36	6.77	4.16	6.39	3.59	6.66
All materials	9.75	4.76	19.96	39.34	12.73	22.02
District centers	6.44	11.09	3.82	4.40	5.67	9.68
All resources	201.02	96.46	195.16	167.44	199.31	121.15
Cases	272		121		393	

Table 2

PROGRAM COST FOR MIXED STUDENTS IN REGULAR CLASSROOMS ACROSS GRADES

	Title I		Non-Title I		Overall	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Class instructor	62.54	40.55	62.15	42.86	62.39	41.40
Teacher aides	9.39	22.40	3.13	7.99	7.01	18.53
Reading specialists	17.62	27.09	12.23	24.23	15.58	26.14
Less critical staff	20.43	17.92	17.18	28.51	19.19	22.58
All staff	110.01	59.39	94.69	63.92	104.17	61.54
Facilities	29.92	17.93	29.49	17.58	29.76	17.78
All equipment	2.72	2.78	2.99	2.93	2.83	2.84
All materials	12.54	5.86	11.72	5.27	12.23	5.65
District centers	2.53	6.98	3.66	5.46	2.96	6.46
All resources	157.73	74.98	142.56	80.84	151.94	77.53
Cases	527		325		852	

Table 3

PROGRAM COST FOR CR STUDENTS IN SPECIAL READING CLASSROOMS ACROSS GRADES

	Title I		Non-Title I		Overall	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Class instructor	64.60	42.10	66.90	26.13	64.95	39.81
Teacher aides	37.44	51.29	12.00	22.83	33.63	48.64
Reading specialists	293.08	203.22	392.62	242.72	308.01	210.25
Less critical staff	48.68	51.29	28.92	21.64	45.72	48.22
All staff	443.80	222.98	500.44	244.19	452.30	224.77
Facilities	162.62	87.32	211.67	128.29	169.98	94.95
All equipment	9.26	7.78	12.74	10.21	9.78	8.18
All materials	26.24	14.90	31.12	17.07	26.97	15.18
District centers	4.49	18.42	10.86	13.20	5.45	17.73
All resources	646.61	315.83	766.84	383.17	644.48	325.87
Cases	85		15		100	

Table 4

PROGRAM COST FOR MIXED STUDENTS IN SPECIAL READING CLASSROOMS ACROSS GRADES

	Title I		Non-Title I		Overall	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Class instructor	73.38	56.81	74.87	26.77	73.70	51.40
Teacher aides	33.95	55.01	2.35	4.49	27.27	50.14
Reading specialists	235.34	142.88	255.84	149.51	239.67	142.45
Less critical staff	60.10	80.24	25.19	19.28	52.72	72.55
All staff	402.77	217.76	358.25	173.01	393.36	207.28
Facilities	137.85	63.51	172.56	95.22	145.19	71.50
All equipment	9.73	7.23	7.79	6.73	9.32	7.07
All materials	28.43	14.33	24.00	7.96	27.49	13.22
District centers	3.22	10.29	12.12	16.23	5.10	12.13
All resources	582.00	281.70	574.72	287.94	580.46	278.98
Cases	56		15		71	

Table 5

PROGRAM COST FOR NCR STUDENTS IN REGULAR CLASSROOMS ACROSS GRADES[a]

	Title I		Non-Title I		Overall	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Class instructor	60.29	43.98	64.09	43.03	62.28	43.39
Teacher aides	7.26	13.29	2.23	6.52	4.63	10.59
Reading specialists	14.17	20.79	6.13	11.54	9.96	17.03
Less critical staff	17.06	16.27	13.70	29.62	15.30	24.18
All staff	98.78	54.12	86.15	58.97	92.17	56.89
Facilities	29.37	18.26	30.39	19.29	29.90	18.76
All equipment	2.31	3.57	2.36	2.28	2.34	2.95
All materials	11.02	5.62	12.04	15.27	11.55	11.68
District centers	3.00	9.79	3.90	6.57	3.48	8.25
All resources	144.48	72.10	134.85	83.03	139.44	77.92
Cases	152		167		219	

a. Since the NCR only classes do not receive special funds for compensatory reading, the source of funds for the CR and mixed classes in these same schools was used as the basis of analysis.

Table 6

PROGRAM COST FOR NCR SCHOOLS ACROSS GRADES

	Overall	
	Mean	Standard Deviation
Class instructor	63.80	30.48
Teacher aides	8.90	18.23
Reading specialists	10.58	19.10
Less critical staff	14.99	13.11
All staff	98.26	47.76
Facilities	30.97	13.59
All equipment	3.78	2.58
All materials	12.40	7.24
District centers	2.86	4.14
All resources	148.27	62.17
Cases	154	

Table 7

PROGRAM COST FOR CR STUDENTS IN REGULAR CLASSROOMS IN GRADE 2

	Title I		Non-Title I		Overall	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Class instructor	77.35	37.75	62.12	41.29	73.04	39.11
Teacher aides	22.80	29.57	12.85	22.88	19.99	28.03
Reading specialists	31.86	36.17	26.46	83.95	30.33	53.66
Less critical staff	35.21	29.56	24.26	22.54	32.11	28.02
All staff	167.22	74.80	125.68	102.15	155.47	84.87
Facilities	39.48	18.29	33.03	22.68	37.65	19.70
All equipment	3.89	9.88	3.14	3.00	3.68	8.48
All materials	9.86	4.19	14.14	26.79	11.07	14.64
District centers	7.36	13.38	4.13	5.56	6.45	11.74
All resources	227.80	88.48	180.12	131.61	214.32	103.92
Cases	104		41		145	

Table 8

PROGRAM COST FOR MIXED STUDENTS IN REGULAR CLASSROOMS IN GRADE 2

	Title I		Non-Title I		Overall	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Class instructor	66.24	42.03	61.65	34.38	64.53	39.28
Teacher aides	9.05	13.05	2.79	5.74	6.70	11.29
Reading specialists	16.24	25.03	13.08	26.24	15.06	25.45
Less critical staff	20.38	17.58	13.81	16.83	17.92	17.54
All staff	111.91	57.01	91.32	47.47	104.21	54.38
Facilities	32.47	18.60	29.70	15.56	31.43	17.52
All equipment	3.21	3.19	2.86	2.50	3.08	2.95
All materials	13.07	5.94	11.94	5.21	12.64	5.69
District centers	2.55	6.53	4.14	5.80	3.15	6.29
All resources	163.21	73.39	139.96	60.33	154.51	69.49
Cases	184		110		294	

Table 9

PROGRAM COST FOR CR STUDENTS IN SPECIAL READING CLASSROOMS IN GRADE 2

	Title I		Non-Title I		Overall	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Class instructor	65.47	35.27	68.39	16.14	65.90	32.50
Teacher aides	41.40	66.21	22.53	35.07	38.62	61.64
Reading specialists	332.35	197.40	397.86	275.83	341.99	203.91
Less critical staff	41.80	44.39	38.51	26.14	41.32	41.29
All staff	481.02	244.10	527.29	276.53	487.82	241.53
Facilities	174.72	93.82	221.51	161.57	181.60	102.93
All equipment	9.12	7.99	9.14	7.18	9.12	7.66
All materials	26.62	17.16	36.25	21.86	28.04	17.62
District centers	5.94	28.99	4.62	5.91	5.75	26.39
All resources	697.42	347.34	798.80	450.25	712.33	352.84
Cases	29		5		34	

Table 10

PROGRAM COST FOR MIXED STUDENTS IN SPECIAL READING CLASSROOMS IN GRADE 2

	Title I		Non-Title I		Overall	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Class instructor	73.64	45.60	81.15	22.54	75.97	38.91
Teacher aides	39.81	69.72	2.30	3.64	28.17	59.07
Reading specialists	219.86	134.97	241.83	127.05	226.68	128.42
Less critical staff	61.54	106.24	24.09	15.55	49.92	88.10
All staff	394.85	242.92	349.37	136.34	380.74	210.32
Facilities	140.51	63.74	163.92	84.81	147.78	69.02
All equipment	10.10	7.74	8.52	7.34	9.61	7.39
All materials	27.93	10.95	24.83	3.74	26.97	9.19
District centers	5.72	13.09	11.41	15.48	7.48	13.61
All resources	579.12	303.98	588.05	237.80	572.58	276.10
Cases	20		9		29	

Table 11

PROGRAM COST FOR NCR STUDENTS IN REGULAR CLASSROOMS IN GRADE 2[a]

	Title I		Non-Title I		Overall	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Class instructor	73.19	45.54	81.44	63.32	76.39	52.71
Teacher aides	8.20	13.71	5.40	12.60	7.11	13.23
Reading specialists	14.25	21.43	5.81	11.02	10.98	18.42
Less critical staff	16.47	14.71	15.45	39.57	16.07	26.86
All staff	112.11	52.63	108.10	92.99	110.55	70.26
Facilities	34.21	19.03	39.07	30.00	36.09	23.74
All equipment	2.88	5.00	3.67	3.53	3.19	4.46
All materials	11.30	6.18	17.40	30.58	13.67	19.62
District centers	2.15	3.41	3.69	6.74	2.75	4.97
All resources	162.65	71.01	171.92	135.43	166.24	99.90
Cases	60		38		98	

a. Since the NCR only classes do not receive special funds for compensatory reading, the source of funds for the CR and mixed classes in these same schools was used as the basis of analysis.

Table 12

PROGRAM COST FOR NCR SCHOOLS: GRADE 2

	Overall	
	Mean	Standard Deviation
Class instructor	76.91	34.83
Teacher aides	11.46	21.21
Reading specialists	14.52	25.15
Less critical staff	16.59	14.67
All staff	119.47	56.14
Facilities	37.65	15.78
All equipment	4.50	2.92
All materials	12.26	7.12
District centers	2.30	3.64
All resources	176.18	72.02
Cases	56	

Table 13

PROGRAM COST FOR CR STUDENTS IN REGULAR CLASSROOMS IN GRADE 4

	Title I		Non-Title I		Overall	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Class instructor	66.53	31.58	66.90	43.33	66.62	34.68
Teacher aides	20.49	58.95	2.55	7.00	15.87	51.27
Reading specialists	26.68	36.63	41.64	125.97	30.53	70.69
Less critical staff	21.19	20.5[illegible]	27.23	30.94	22.74	23.63
All staff	134.89	86.53	138.31	138.86	135.77	101.63
Facilities	33.27	15.07	31.68	20.72	32.86	16.58
All equipment	3.42	3.91	4.15	6.42	3.61	4.65
All materials	9.46	4.72	26.48	50.06	13.84	26.42
District centers	5.96	10.27	4.71	3.75	5.64	9.02
All resources	186.99	102.10	205.33	185.32	191.71	127.73
Cases	101		35		136	

Table 14

PROGRAM COST FOR MIXED STUDENTS IN REGULAR CLASSROOMS IN GRADE 4

	Title I		Non-Title I		Overall	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Class instructor	61.68	42.28	55.76	27.16	59.66	37.81
Teacher aides	8.04	11.42	4.85	11.86	6.95	11.63
Reading specialists	18.23	26.72	10.17	26.28	15.49	26.76
Less critical staff	20.46	17.79	14.80	22.56	18.53	19.66
All staff	108.42	55.38	85.58	49.24	100.63	54.29
Facilities	29.41	18.66	25.96	11.45	28.23	16.59
All equipment	2.40	2.24	2.80	2.25	2.53	2.24
All materials	12.18	5.59	12.20	5.43	12.19	5.52
District centers	3.06	7.74	3.38	5.29	3.17	6.98
All resources	155.46	72.15	129.92	60.41	146.75	69.23
Cases	203		105		308	

Table 15

PROGRAM COST FOR CR STUDENTS IN SPECIAL READING CLASSROOMS IN GRADE 4

	Title I		Non-Title I		Overall	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Class instructor	64.60	53.25	65.63	21.75	64.77	48.49
Teacher aides	31.81	40.81	9.63	15.00	28.02	37.99
Reading specialists	255.20	167.39	423.81	272.16	283.99	193.43
Less critical staff	46.63	46.55	25.29	20.92	42.99	43.27
All staff	398.24	178.98	524.37	263.45	419.77	195.43
Facilities	154.02	78.68	221.07	136.95	165.47	91.46
All equipment	8.28	7.37	16.36	12.01	9.66	8.61
All materials	25.00	11.57	27.30	16.90	25.39	12.26
District centers	3.03	7.82	14.41	16.78	4.98	10.43
All resources	588.57	255.46	803.50	412.79	625.27	289.83
Cases	34		7		41	

Table 16

PROGRAM COST FOR MIXED STUDENTS IN SPECIAL READING CLASSROOMS IN GRADE 4

	Title I		Non-Title I		Overall	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Class instructor	78.43	76.56	71.16	39.54	77.36	70.40
Teacher aides	27.10	27.81	3.63	7.27	23.63	26.56
Reading specialists	236.28	134.97	239.70	156.21	236.79	132.50
Less critical staff	61.45	66.03	23.47	25.84	55.82	61.72
All staff	403.26	176.25	337.96	219.40	393.59	176.63
Facilities	137.52	64.68	161.07	83.58	141.01	65.23
All equipment	9.13	7.42	4.18	0.81	8.39	6.93
All materials	28.62	18.30	25.62	13.91	28.18	17.19
District centers	2.61	10.23	7.60	10.32	3.35	10.02
All resources	581.14	250.21	536.44	323.11	574.52	250.72
Cases	23		4		27	

Table 17

PROGRAM COST FOR NCR STUDENTS IN REGULAR CLASSROOMS IN GRADE 4

	Title I		Non-Title I		Overall	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Class instructor	55.56	52.28	52.74	21.16	53.98	37.68
Teacher aides	6.20	9.75	1.09	2.42	3.33	7.10
Reading specialists	17.06	22.84	4.82	10.88	10.29	18.04
Less critical staff	17.83	18.79	18.80	39.97	18.37	32.08
All staff	96.64	56.87	77.45	46.06	85.88	51.41
Facilities	28.83	20.56	24.63	8.85	26.47	15.12
All equipment	1.83	1.76	2.04	2.04	1.95	1.90
All materials	11.37	6.23	10.62	4.33	10.95	5.20
District centers	3.23	12.46	4.30	7.10	3.83	9.72
All resources	141.89	74.57	119.05	52.52	129.09	63.46
Cases	40		51		91	

a. Since the NCR only classes do not receive special funds for compensatory reading, the source of funds for the CR and mixed classes in these same schools was used as the basis of analysis.

Table 18

PROGRAM COST FOR NCR SCHOOLS: GRADE 4

	Overall	
	Mean	Standard Deviation
Class instructor	57.95	23.51
Teacher aides	7.18	15.54
Reading specialists	9.65	16.82
Less critical staff	14.34	13.48
All staff	89.12	35.84
Facilities	28.65	10.53
All equipment	3.74	3.18
All materials	12.77	6.37
District centers	2.93	4.27
All resources	137.20	46.66
Cases	57	

Table 19

PROGRAM COST FOR CR STUDENTS IN REGULAR CLASSROOMS IN GRADE 6

	Title I		Non-Title I		Overall	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Class instructor	60.67	30.82	68.25	54.56	63.32	40.41
Teacher aides	14.70	25.30	4.24	13.34	11.05	22.26
Reading specialists	37.06	40.18	44.96	123.68	39.82	79.03
Less critical staff	19.94	20.27	24.53	28.64	21.54	23.38
All staff	132.38	73.17	141.98	143.23	135.73	102.10
Facilities	30.05	14.75	32.25	24.01	30.82	18.34
All equipment	2.44	3.41	5.33	8.74	3.45	5.95
All materials	10.22	5.63	20.24	39.63	13.59	24.04
District centers	5.71	7.97	2.61	3.17	4.63	6.81
All resources	180.60	91.32	202.41	187.97	188.22	132.13
Cases	67		36		103	

Table 20

PROGRAM COST FOR MIXED STUDENTS IN REGULAR CLASSROOMS IN GRADE 6

	Title I		Non-Title I		Overall	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Class instructor	58.92	35.60	68.75	59.09	63.25	47.44
Teacher aides	11.81	38.43	1.85	4.26	7.43	29.22
Reading specialists	18.64	30.19	13.33	19.78	16.30	26.16
Less critical staff	20.47	18.67	22.83	39.97	21.51	29.86
All staff	109.84	67.84	106.76	85.68	108.48	75.90
Facilities	27.31	15.49	32.66	23.01	29.66	19.27
All equipment	2.55	2.85	3.31	3.79	2.89	3.30
All materials	12.39	6.11	11.04	5.16	11.79	5.73
District centers	1.73	6.34	3.46	5.28	2.49	5.94
All resources	153.83	80.98	157.22	109.22	155.32	94.07
Cases	140		110		250	

Table 21

PROGRAM COST FOR CR STUDENTS IN SPECIAL READING CLASSROOMS IN GRADE 6

	Title I		Non-Title I		Overall	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Class instructor	63.46	31.19	67.37	53.16	63.93	32.32
Teacher aides	40.93	44.44	0.00	0.00	56.02	42.85
Reading specialists	299.85	254.39	311.10	156.75	301.20	237.36
Less critical staff	60.92	65.27	21.40	15.43	56.18	61.34
All staff	456.16	251.70	399.87	193.06	457.33	238.01
Facilities	159.97	93.31	173.33	63.04	161.57	87.47
All equipment	10.94	8.18	10.31	10.33	10.87	8.05
All materials	27.66	16.76	31.50	10.48	28.12	15.69
District centers	4.84	11.55	12.99	12.48	5.82	11.46
All resources	668.57	355.06	628.01	273.75	663.71	334.76
Cases	22		3		25	

Table 22

PROGRAM COST FOR MIXED STUDENTS IN SPECIAL READING CLASSROOMS IN GRADE 6

	Title I		Non-Title I		Overall	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Class instructor	64.05	24.73	54.00	0.03	62.71	22.38
Teacher aides	37.04	67.79	0.00	0.00	32.10	61.93
Reading specialists	257.49	174.34	351.16	299.35	269.98	176.93
Less critical staff	55.48	60.13	33.63	33.16	52.57	54.96
All staff	414.06	258.31	438.79	332.54	417.35	246.62
Facilities	134.35	66.00	234.43	198.98	147.70	85.34
All equipment	10.24	6.52	11.77	10.62	10.45	6.47
All materials	28.84	11.68	17.00	8.97	27.26	11.44
District centers	0.47	1.53	24.30	32.71	3.65	11.78
All resources	587.96	320.30	726.30	583.83	606.41	327.12
Cases	13		2		15	

Table 23

PROGRAM COST FOR NCR STUDENTS IN REGULAR CLASSROOMS IN GRADE 6[a]

	Title I		Non-Title I		Overall	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Class instructor	49.04	29.92	63.06	39.23	57.46	36.19
Teacher aides	7.00	15.19	1.44	2.26	3.66	10.05
Reading specialists	11.85	18.38	7.13	12.23	9.02	15.05
Less critical staff	17.16	16.20	9.51	8.04	12.57	12.46
All staff	85.05	50.89	81.15	40.64	82.17	44.69
Facilities	24.19	13.79	29.93	16.12	27.63	15.37
All equipment	2.02	2.40	1.94	1.19	1.97	1.76
All materials	10.42	4.36	10.36	4.78	10.38	4.58
District centers	3.81	12.26	3.76	6.20	3.78	9.04
All resources	125.49	67.42	127.13	57.93	126.48	61.41
Cases	52		78		130	

a. Since the NCR only classes do not receive special funds for compensatory reading, the source of funds for the CR and mixed classes in these same schools was used as the basis of analysis.

Table 24

PROGRAM COST FOR NCR SCHOOLS: GRADE 6

	Overall	
	Mean	Standard Deviation
Class instructor	54.19	26.31
Teacher aides	7.83	16.88
Reading specialists	6.55	8.86
Less critical staff	13.72	9.69
All staff	82.28	38.73
Facilities	25.20	9.97
All equipment	2.86	1.85
All materials	12.09	8.39
District centers	3.51	4.49
All resources	125.94	51.84
Cases	41	

Table 25

ENROLLMENT BY FUNDING SOURCE
FOR CR ONLY REGULAR CLASSROOMS

	Title I		Non-Title I		Overall	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Grade 2	24.8	5.1	26.1	5.1	25.2	5.1
Grade 4	27.2	5.7	28.8	4.3	27.1	5.4
Grade 6	28.4	6.0	25.2	5.6	27.3	6.0
All Grades	26.6	5.7	26.0	5.0	26.4	5.5

Table 26

ENROLLMENT BY FUNDING SOURCE
FOR MIXED REGULAR CLASSROOMS

	Title I		Non-Title I		Overall	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Grade 2	25.8	4.8	26.2	4.9	25.9	4.8
Grade 4	27.2	5.0	27.5	4.7	27.3	4.9
Grade 6	27.1	5.0	27.9	5.6	27.5	5.3
All Grades	26.7	5.0	27.2	5.1	26.9	5.0

Table 27

ENROLLMENT BY FUNDING SOURCE
FOR CR ONLY SPECIAL READING GROUPS

	Title I		Non-Title I		Overall	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Grade 2	8.6	4.0	5.4	2.6	8.1	4.0
Grade 4	9.3	6.5	9.1	9.6	9.3	6.9
Grade 6	6.3	4.4	4.7	3.8	6.1	4.3
All Grades	8.3	5.3	7.0	6.9	8.1	5.6

Table 28

ENROLLMENT BY FUNDING SOURCE
FOR MIXED SPECIAL READING GROUPS

	Title I		Non-Title I		Overall	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Grade 2	14.0	6.4	9.1	4.9	12.5	6.3
Grade 4	10.9	5.2	12.0	2.2	11.0	4.9
Grade 6	12.4	11.0	11.5	13.4	12.3	10.8
All Grades	12.3	7.3	10.2	5.4	11.9	7.0

Table 29

ENROLLMENT BY FUNDING SOURCE
FOR NCR ONLY REGULAR CLASSROOMS[a]

	Title I		Non-Title I		Overall	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Grade 2	27.2	3.9	26.0	5.7	26.7	4.7
Grade 4	28.2	4.2	29.9	5.4	29.2	5.0
Grade 6	28.0	4.9	29.9	4.5	29.1	4.7
All Grades	27.7	4.3	29.0	5.3	28.4	4.9

a. Since the NCR only classes do not receive special funds for compensatory reading, the source of funds for the CR and mixed classes in these same schools was used as the basis of analysis. NCR schools were excluded.

Table 30

SUMMARY ANOVA OF PROGRAM COST

File \ Resource	1	2	3	4	5	6	7	8	9	10	Numerator	Denominator
CR 2	4.54[b]	3.75	.29	4.75[b]	7.30[b]	3.18	.22	2.52	2.24	6.38[b]	1	143
CR 4	0	3.21	1.16	1.70	.03	.23	.63	11.55	.50	.53	1	134
CR 6	.81	5.34[b]	.23	.89	.20	.33	5.76	4.33[b]	5.00	.63	1	101
Across CR	.72	10.10[b]	.61	.11	1.18	1.44	1.16	17.75[b]	5.84[b]	.18	1	382
NCR 2[c]	.56	1.03	5.04[b]	.03	.07	.96	.71	2.26	2.23	.20	1	96
NCR 4[c]	.12	13.02[b]	11.38[b]	.02	3.16	1.72	.28	.46	.27	2.94	1	89
NCR 6[c]	4.78[b]	10.14[b]	3.09	12.75[b]	.24	4.43[b]	.06	0	0	.02	1	128
Across NCR	.61	18.90[b]	18.65[b]	1.54	3.95[b]	.24	.03	.61	.95	1.21	1	317
Mixed 2[a]	.94	22.66[b]	1.06	9.94[b]	10.14[b]	1.72	.98	2.72	4.44[b]	7.86[b]	1	292
Mixed 4[a]	1.70	5.27	6.36[b]	5.80[b]	12.67[b]	3.01	2.22	0	.14	9.65[b]	1	306
Mixed 6[a]	2.65	7.32	2.55	.38	.10	4.79[b]	3.21	3.43	5.26[b]	.08	1	248
Across Mixed	.02	23.51[b]	8.71[b]	4.18[b]	12.62[b]	.12	1.78	4.3	6.22[b]	7.75[b]	1	850

a. All students in mixed classes.

b. Significant differences in program costs exist at the 0.05 level.

c. Since the NCR only classes do not receive special funds for compensatory reading, the source of funds for the CR and mixed classes in these same schools was used as the basis of analysis. NCR schools were excluded.

Table 31

SUMMARY ANOVA OF PROGRAM COST

Resource / File	1	2	3	4	5	6	7	8	9	10
CR 2	.03	.03	0	.03	.05	.02	0	0	.02	.04
CR 4	0	.02	.01	.01	0	0	0	.08	0	0
CR 6	.01	.05	0	.01	0	0	.05	.04	.05	.01
Across CR	0	.03	0	0	0	0	0	0	.04	.02
NCR 2	.01	.01	.05	0	0	.01	.01	.02	.02	0
NCR 4	0	.13	.12	0	.03	.02	0	.01	0	.03
NCR 6	.04	.07	.02	.09	.02	.03	0	0	0	0
Across NCR	0	.06	.06	0	.01	0	0	0	0	0
Mixed 2	0	.07	0	.03	.03	.01	0	.01	.02	.09
Mixed 4	.01	.02	.02	.02	.04	.01	.01	0	0	.03
Mixed 6	.01	.03	.01	.02	0	.02	.01	.01	.02	0
Across Mixed	0	0	.01	0	.01	0	0	.01	.01	.01

a. Since the NCR only classes do not receive special funds for compensatory reading, the course of funds for the CR and mixed classes in these same schools was used as the basis of Analysis. NCR schools were excluded.

Table 32

SUMMARY ANOVA FOR PROGRAM COST

Resource / File	1	2	3	4	5	6	7	8	9	10	Numerator	Denominator
CR 2	.03	.38	.42	.03	.15	.85	.0	1.24	.01	.33	1	32
CR 4	0	1.98	4.7	1.4	2.4	3.2	5.6	.2	7.90	3.29	1	39
CR 6	.04	2.45	.01	1.05	.18	.06	.02	.15	1.3	.04	1	23
Mixed 2[a]	.22	2.55	.17	1.09	.27	.68	.27	.67	1.05	.03	1	27
Mixed 4[a]	.03	.73	0	1.25	.44	.42	1.72	.10	.81	.10	1	25
Mixed 6[a]	.31	.56	.44	.24	.02	2.46	.08	1.84	11.65[b]	.27	1	13
Across Mixed	.01	4.89[b]	.24	2.77	.53	2.82	.88	1.31	6.79[b]	.01	1	69

a. All students in mixed classes

b. Significant differences in program costs exist at the 0.05 level.

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Table 33

SUMMARY ANOVA FOR PROGRAM COST

File \ Resource	1	2	3	4	5	6	7	8	9	10
CR 2	0	.01	.01	0	.05	.03	0	.04	0	.01
CR 4	0	.05	.11	.03	.06	.08	.12	0	.17	.08
CR 6	0	.10	0	.04	.01	0	0	0	.05	0
Across CR	0	.03	.03	.02	.01	.03	.02	.01	.02	0
Mixed 2	.01	.09	.01	.04	.01	.02	.01	.02	.04	0
Mixed 4	0	.10	0	.05	.02	.02	.06	0	.03	0
Mixed 6	.02	.04	.03	.02	0	.16	.01	.12	.47	.02
Across Mixed	0	.07	0	.04	.01	.04	.01	.02	.09	0

Table 34

ANALYSIS OF VARIANCE IN
ENROLLMENT BETWEEN FUNDING SOURCES

Type of Class	Number of Observations	F Test	R^2
CR Only Regular Class	384	0.70	.002
Mixed Regular Class	852	2.00	.002
CR Only Special Reading	100	0.68	.010
Mixed Special Reading	71	1.13	.016
NCR Only[b] Regular Class	318	5.72[a]	.018

a. Significant differences in enrollment exist at the 0.05 level.

b. Since the NCR only classes do not receive special funds for compensatory reading, the source of funds for the CR and mixed classes in these same schools was used as the basis of analysis. NCR schools were excluded.

Table 35

PROPORTION OF TOTAL STUDENTS BY FUNDING SOURCE IN EACH TYPE OF CLASS[a]

Source of Funds	Regular Classes			Special Reading Classes		Total
	CR Only	Mixed	NCR Only[b]	CR Only	Mixed	
Title I	.269	.522	.157	.026	.026	1.000
Non-Title I	.173	.526	.286	.006	.009	1.000
All Sources	.232	.523	.207	.019	.019	1.000

a. All calculations based on enrollment.

b. Since the NCR only classes do not receive special funds for compensatory reading, the source of funds for the CR and mixed classes in these same schools was used as the basis of analysis. NCR schools were excluded.

Table 36

PROPORTION OF TOTAL STUDENTS IN EACH TYPE OF CLASS RECEIVING ASSISTANCE FROM TITLE I FUNDS[a]

Type of Class	Title I Funding	Non-Title I Funding	Total
CR Only Regular Class	.712	.288	1.000
Mixed Regular Class	.614	.386	1.000
CR Only Special Reading	.870	.130	1.000
Mixed Special Reading	.819	.181	1.000
NCR Only[b] Regular Class	.615	.385	1.000

a. All calculations based on enrollment.

b. Since the NCR only classes do not receive special funds for compensatory reading, the source of funds for the CR and mixed classes in these same schools was used as the basis of analysis. NCR schools were excluded.